



Bernard J. Sadusky, Ed.D.
Interim State Superintendent of Schools

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

May 7, 2012

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

Dear Dr. Cox:

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). The OSEP annually reviews each state's SPP and Annual Performance Report (APR). Using the information obtained through review of the APR and other data sources, the 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 ongoing efforts to improve results for children and youth with disabilities. The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Federal Fiscal Year (FFY) 2010 [State Fiscal Year (SFY) 2011 (2010-2011 School Year)] Part B in early June 2012. In accordance with 34 CFR §300.606, if the OSEP identifies the MSDE as "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention," the MSDE is required to notify local school systems, public agencies, the media, and the public of this action.

Pursuant to 20 U.S.C. §1416(a)(1)(C)(i) and 34 C.F.R. §300.600, the MSDE is also required to make determinations annually on the performance of each local school system in the State using the categories in 34 C.F.R. §300.603(b)(1), use appropriate enforcement mechanisms, consistent with 34 C.F.R. §300.604, which must include, if applicable, the enforcement mechanisms identified in §300.604(a)(1) (technical assistance), (a)(3) (conditions on funding of a local school system), (b)(2)(i) (a corrective action plan or improvement plan), (b)(2)(v) (withholding funds, in whole or in part, by MSDE), and (c)(2) (withholding funds, in whole or in part, by MSDE). In accordance with 20 U.S.C. §1416(e) and 34 C.F.R. §300.603(b)(1), the MSDE also must use one of the following four categories to assign a determination to each local school system: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention."

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each local public agency's performance in meeting the State's targets for FFY 2010. Attached is a document entitled, "Part C and Part B Public Agency Determination," that lists the Part B Indicators considered in making determinations. The MSDE carefully considered all aspects of this process. Based on FFY 2010 data, as well as information obtained through monitoring and complaint investigations, the Allegany County Public Schools (ACPS) has achieved the determination status of "**Meets Requirements.**"

Maryland Public Schools: #1 in the Nation Four Years in a Row

Dr. David Cox
May 7, 2012
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To achieve the determination status of "Meets Requirements," the ACPS must have met or exceeded the State's targets on five performance indicators (1, 2, 5a, 5b, and 5c) or were not significantly below the target on LRE Indicators (5a, 5b, or 5c). In addition, the ACPS must have demonstrated compliance (100%) for at least five of the seven compliance indicators (4, 9, 10, 11, 12, 13, and 20), and had no corrective actions or corrected all previously identified findings of noncompliance within one year of identification (15).

Attached to this letter are copies of the following documents:

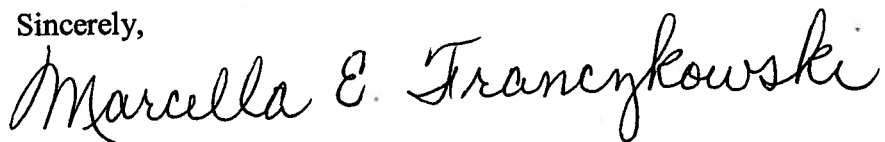
- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

The "Part B Local Determination Table" provides an analysis of the ACPS' data. 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 of local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. The MSDE will continue to provide technical assistance opportunities to improve performance under Part B of the IDEA.

Congratulations on your hard work and commitment to excellence. The MSDE is committed to supporting the efforts of the ACPS to improve results for students with disabilities and their families. If you have any questions, would like to discuss further, or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,



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

MF/DRR/ALP
Attachments

c: Bernard J. Sadusky
Sheree Witt
Branch/Section Chiefs

Allegany County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: FAPE in the LRE		
1. Percent of youth with IEPs graduating from high school with a regular diploma. [Performance Indicator]	Allegany County Public Schools' FFY 2010 data for this indicator is 71.88% for the 4 year cohort and 70.10 for the 5 year cohort. This is below the State's target of 87.75%.	Allegany County Public Schools' data did not meet the State's target. MSDE looks forward to Allegany County Public Schools' FFY 2011 data demonstrating improvement.
2. Percent of youth with IEPs dropping out of high school. [Performance Indicator]	Allegany County Public Schools' FFY 2010 data for this indicator is <3.00%. This met the State's target of 3.27%.	Allegany County Public Schools met the State's target for this indicator. MSDE looks forward to Allegany County Public Schools' FFY 2011 data continuing to meet the State's target.
4A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. [Compliance Indicator]	Allegany County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00 and for single event suspensions is 0.00 when compared to nondisabled peers. The State's target for both multiple and single event suspensions is 0.00 – 1.49.	Allegany County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions. MSDE looks forward to Allegany County Public Schools' FFY 2011 data continuing to meet the State's target.

Allegany County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
4B. Percent of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. [Compliance Indicator]	Allegany County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00, and for single event suspensions is 0.00, when compared by race or ethnicity. The State's target for both multiple and single event suspensions when compared by race or ethnicity is 0.00 – 1.49.	Allegany County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions of greater than 10 days when compared by race or ethnicity. MSDE looks forward to Allegany County Public Schools' FFY 2011 data continuing to meet the State's target.
5. (LRE) Percent of children with IEPs aged 6 through 21: A. Inside the regular class 80% or more of the day; B. Inside the regular class less than 40% of the day; or C. In separate schools, residential facilities, or homebound/hospital placements. [Performance Indicator]	A. Allegany County Public Schools' FFY 2010 data for this indicator is 82.13%. This met the State's target of 62.11% for FFY 2010. B. Allegany County Public Schools' FFY 2010 data for this indicator is 8.07%. This met the State's target of 15.61 % for FFY 2010. C. Allegany County Public Schools' FFY 2010 data for this indicator is 5.98%. This met the State's target of 6.42% for FFY 2010.	Allegany County Public Schools' data met the State's targets for Indicators 5A, 5B and 5C. MSDE looks forward to Allegany County Public Schools' FFY 2011 data continuing to meet each of the State's LRE targets.

**Allegany County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011**

Monitoring Priorities and Indicators	Status	MSDE Analysis
7A. Percent of preschool children with IEPs who demonstrate positive social-emotional skills (including social relationships). A.1. Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. A.2. Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	A.1. Allegany County Public Schools' FFY 2010 data for this indicator is 41.9%. This did not meet the State's target of 66.3 % for FFY 2010. A.2. Allegany County Public Schools' FFY 2010 data for this indicator is 56.0%. This did not meet the State's target of 71.5% for FFY 2010.	Allegany County Public Schools did not meet the State's target for increasing the rate of growth for preschool children exiting the program (A.1); and, did not meet the State's target for preschool children functioning within age-expectations, by the time of exit (A.2). MSDE looks forward to Allegany County Public Schools' FFY 2011 data meeting each of the State's preschool social-emotional targets.
7B. Percent of preschool children with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication and early literacy). B.1. Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. B.2. Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	B.1. Allegany County Public Schools' FFY 2010 data for this indicator is 43.9%. This did not meet the State's target of 66.6 % for FFY 2010. B.2. Allegany County Public Schools' FFY 2010 data for this indicator is 44.0%. This did not meet the State's target of 57.3% for FFY 2010.	Allegany County Public Schools did not meet the State's target for increasing the rate of growth for preschool children exiting the program (B.1); and, did not meet the State's target for preschool children functioning within age-expectations by the time of exit (B.2). MSDE looks forward to Allegany County Public Schools' FFY 2011 data meeting each of the State's preschool language/communication/ early literacy targets.

Allegany County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7C: Percent of preschool children with IEPs who demonstrate improved use of appropriate behaviors to meet their needs. C.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. C.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	C.1. Allegany County Public Schools' FFY 2010 data for this indicator is 25.7%. This did not meet the State's target of 61.7% for FFY 2010. C.2. Allegany County Public Schools' FFY 2010 data for this indicator is 38.0%. This did not meet the State's target of 64.2% for FFY 2010.	Allegany County Public Schools did not meet the State's target for increasing the rate of growth for preschool children exiting the program (C.1); and, did not meet the State's target for preschool children functioning within age-expectations by the time of exit (C.2). MSDE looks forward to Allegany County Public Schools' FFY 2011 data meeting each of the State's preschool behavioral targets.
Monitoring Priority: Disproportionate Representation		
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. [Compliance Indicator]	Allegany County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Allegany County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Allegany County Public Schools' FFY 2011 data demonstrating continued compliance.
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. [Compliance Indicator]	Allegany County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Allegany County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Allegany County Public Schools' FFY 2011 data demonstrating continued compliance.

Allegany County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: Effective General Supervision		
11. Percent of children who are evaluated within 60 days of receiving parental consent for initial evaluation or, if the State established a timeframe within which the evaluation must be conducted, within that timeframe. [Compliance Indicator]	Allegany County Public Schools' FFY 2010 data for this indicator is 99.32%. The State's target is 100%.	Allegany County Public Schools' data did not meet the State's target of 100% for this compliance indicator MSDE looks forward to Allegany County Public Schools' FFY 2011 data demonstrating 100% compliance
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. [Compliance Indicator]	Allegany County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Allegany County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Allegany County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Allegany County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Allegany County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Allegany County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Allegany County Public Schools had 1 corrective action due in FFY 2010.	Allegany County Public Schools had 1 finding of noncompliance identified by MSDE that was due for correction in FFY 2010. One finding was corrected within timelines. MSDE requires all identified noncompliance to be corrected as soon as possible but in no case later than one year.

Allegany County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. [Compliance Indicator]	Allegany County Public Schools submitted required 618 data in a timely and accurate manner.	Allegany County Public Schools' data met the State's target for the timely and accurate submission of required 618 data and other data required by the State for FFY 2010. MSDE requires Allegany County Public Schools' submission of required data to be timely and accurate.



Bernard J. Sadusky, Ed.D.
Interim State Superintendent of Schools

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May 7, 2012

Dr. Kevin M. Maxwell
Superintendent
Anne Arundel County Public Schools
2644 Riva Road
Annapolis, MD 21401

Dear Dr. Maxwell:

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). The OSEP annually reviews each state's SPP and Annual Performance Report (APR). Using the information obtained through review of the APR and other data sources, the 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 ongoing efforts to improve results for children and youth with disabilities. The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Federal Fiscal Year (FFY) 2010 [State Fiscal Year (SFY) 2011 (2010-2011 School Year)] Part B in early June 2012. In accordance with 34 CFR §300.606, if the OSEP identifies the MSDE as "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention," the MSDE is required to notify local school systems, public agencies, the media, and the public of this action.

Pursuant to 20 U.S.C. §1416(a)(1)(C)(i) and 34 C.F.R. §300.600, the MSDE is also required to make determinations annually on the performance of each local school system in the State using the categories in 34 C.F.R. §300.603(b)(1), use appropriate enforcement mechanisms, consistent with 34 C.F.R. §300.604, which must include, if applicable, the enforcement mechanisms identified in §300.604(a)(1) (technical assistance), (a)(3) (conditions on funding of a local school system), (b)(2)(i) (a corrective action plan or improvement plan), (b)(2)(v) (withholding funds, in whole or in part, by MSDE), and (c)(2) (withholding funds, in whole or in part, by MSDE). In accordance with 20 U.S.C. §1416(e) and 34 C.F.R. §300.603(b)(1), the MSDE also must use one of the following four categories to assign a determination to each local school system: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention."

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each local public agency's performance in meeting the State's targets for FFY 2010. Attached is a document entitled, "Part C and Part B Public Agency Determination," that lists the Part B Indicators considered in making determinations. The MSDE carefully considered all aspects of this process. Based on FFY 2010 data, as well as information obtained through monitoring and complaint investigations, the Anne Arundel County Public Schools (AACPS) has achieved the determination status of "**Meets Requirements.**"

Maryland Public Schools: #1 in the Nation Four Years in a Row

Dr. Kevin M. Maxwell
May 7, 2012
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To achieve the determination status of "Meets Requirements," the AACPS must have met or exceeded the State's targets on five performance indicators (1, 2, 5a, 5b, and 5c) or were not significantly below the target on LRE Indicators (5a, 5b, or 5c). In addition, the AACPS must have demonstrated compliance (100%) for at least five of the seven compliance indicators (4, 9, 10, 11, 12, 13, and 20), and had no corrective actions or corrected all previously identified findings of noncompliance within one year of identification (15).

Attached to this letter are copies of the following documents:

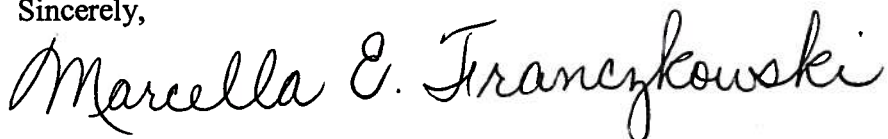
- Part B Local Determination Table; and
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The "Part B Local Determination Table" provides an analysis of the AACPS' data. The "Part B Local Determination Framework for Technical Assistance and Intervention" provides additional information relative to 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 of local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. The MSDE will continue to provide technical assistance opportunities to improve performance under Part B of the IDEA.

Congratulations on your hard work and commitment to excellence. The MSDE is committed to supporting the efforts of the AACPS to improve results for students with disabilities and their families. If you have any questions, would like to discuss further, or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,



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

MF/DRR/ALP
Attachments

c: Bernard J. Sadusky
Mary Tillar
Branch/Section Chiefs

Anne Arundel County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: FAPE in the LRE		
1. Percent of youth with IEPs graduating from high school with a regular diploma. [Performance Indicator]	Anne Arundel County Public Schools' FFY 2010 data for this indicator is 49.27% for the 4 year cohort and 55.07% for the 5 year cohort. This is below the State's target of 87.75%.	Anne Arundel County Public Schools' data did not meet the State's target. MSDE looks forward to Anne Arundel County Public Schools' FFY 2011 data demonstrating improvement.
2. Percent of youth with IEPs dropping out of high school. [Performance Indicator]	Anne Arundel County Public Schools' FFY 2010 data for this indicator is 5.74%. This did not meet the State's target of 3.27%.	Anne Arundel County Public Schools did not meet the State's target for this indicator. MSDE looks forward to Anne Arundel County Public Schools' FFY 2011 data demonstrating improvement.
4A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. [Compliance Indicator]	Anne Arundel County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00 and for single event suspensions is 0.00 when compared to nondisabled peers. The State's target for both multiple and single event suspensions is 0.00 – 1.49.	Anne Arundel County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions. MSDE looks forward to Anne Arundel County Public Schools' FFY 2011 data continuing to meet the State's target.

Anne Arundel County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
4B. Percent of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. [Compliance Indicator]	Anne Arundel County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00, and for single event suspensions is 0.00, when compared by race or ethnicity. The State's target for both multiple and single event suspensions when compared by race or ethnicity is 0.00 – 1.49.	Anne Arundel County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions of greater than 10 days when compared by race or ethnicity. MSDE looks forward to Anne Arundel County Public Schools' FFY 2011 data continuing to meet the State's target.
5. (LRE) Percent of children with IEPs aged 6 through 21: A. Inside the regular class 80% or more of the day; B. Inside the regular class less than 40% of the day; or C. In separate schools, residential facilities, or homebound/hospital placements. [Performance Indicator]	A. Anne Arundel County Public Schools' FFY 2010 data for this indicator is 67.86%. This met the State's target of 62.11% for FFY 2010. B. Anne Arundel County Public Schools' FFY 2010 data for this indicator is 12.44%. This met the State's target of 15.61 % for FFY 2010. C. Anne Arundel County Public Schools' FFY 2010 data for this indicator is 6.23%. This met the State's target of 6.42% for FFY 2010.	Anne Arundel County Public Schools' data met the State's targets for Indicators 5A, 5B and 5C. MSDE looks forward to Anne Arundel County Public Schools' FFY 2011 data continuing to meet each of the State's LRE targets.

Anne Arundel County Public Schools
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Monitoring Priorities and Indicators	Status	MSDE Analysis
7A. Percent of preschool children with IEPs who demonstrate positive social-emotional skills (including social relationships). A.1. Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. A.2. Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	A.1. Anne Arundel County Public Schools' FFY 2010 data for this indicator is 87.4%. This met the State's target of 66.3 % for FFY 2010. A.2. Anne Arundel County Public Schools' FFY 2010 data for this indicator is 77.3%. This met the State's target of 71.5% for FFY 2010.	Anne Arundel County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (A.1); and, met the State's target for preschool children functioning within age-expectations, by the time of exit (A.2). MSDE looks forward to Anne Arundel County Public Schools' FFY 2011 data exceeding each of the State's preschool social-emotional targets.
7B. Percent of preschool children with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication and early literacy). B.1. Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. B.2. Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	B.1. Anne Arundel County Public Schools' FFY 2010 data for this indicator is 91.8%. This met the State's target of 66.6 % for FFY 2010. B.2. Anne Arundel County Public Schools' FFY 2010 data for this indicator is 77.6%. This met the State's target of 57.3% for FFY 2010.	Anne Arundel County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (B.1); and, met the State's target for preschool children functioning within age-expectations by the time of exit (B.2). MSDE looks forward to Anne Arundel County Public Schools' FFY 2011 data exceeding each of the State's preschool language/communication/ early literacy targets.

Anne Arundel County Public Schools
Part B, Local Determination Table
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Monitoring Priorities and Indicators	Status	MSDE Analysis
7C: Percent of preschool children with IEPs who demonstrate improved use of appropriate behaviors to meet their needs. C.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. C.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	C.1. Anne Arundel County Public Schools' FFY 2010 data for this indicator is 91.1%. This met the State's target of 61.7 % for FFY 2010. C.2. Anne Arundel County Public Schools' FFY 2010 data for this indicator is 81.1%. This met the State's target of 64.2% for FFY 2010.	Anne Arundel County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (C.1); and, met the State's target for preschool children functioning within age-expectations by the time of exit (C.2). MSDE looks forward to Anne Arundel County Public Schools' FFY 2011 data exceeding each of the State's preschool behavioral targets.
Monitoring Priority: Disproportionate Representation		
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. [Compliance Indicator]	Anne Arundel County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Anne Arundel County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Anne Arundel County Public Schools' FFY 2011 data demonstrating continued compliance.
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. [Compliance Indicator]	Anne Arundel County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Anne Arundel County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Anne Arundel County Public Schools' FFY 2011 data demonstrating continued compliance.

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Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: Effective General Supervision		
11. Percent of children who are evaluated within 60 days of receiving parental consent for initial evaluation or, if the State established a timeframe within which the evaluation must be conducted, within that timeframe. [Compliance Indicator]	Anne Arundel County Public Schools' FFY 2010 data for this indicator is 99.61%. The State's target is 100%.	Anne Arundel County Public Schools' data did not meet the State's target of 100% for this compliance indicator MSDE looks forward to Anne Arundel County Public Schools' FFY 2011 data demonstrating 100% compliance
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. [Compliance Indicator]	Anne Arundel County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Anne Arundel County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Anne Arundel County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Anne Arundel County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Anne Arundel County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Anne Arundel County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Anne Arundel County Public Schools had 1 corrective action due in FFY 2010.	Anne Arundel County Public Schools had 1 finding of noncompliance identified by MSDE that was due for correction in FFY 2010. One finding was corrected within timelines. MSDE requires all identified noncompliance to be corrected as soon as possible but in no case later than one year.

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July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. [Compliance Indicator]	Anne Arundel County Public Schools submitted required 618 data in a timely and accurate manner.	Anne Arundel County Public Schools' data met the State's target for the timely and accurate submission of required 618 data and other data required by the State for FFY 2010. MSDE requires Anne Arundel County Public Schools' submission of required data to be timely and accurate.



Bernard J. Sadusky, Ed.D.
Interim State Superintendent of Schools

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

May 7, 2012

Dr. Andrés Alonso
Chief Executive Officer
Baltimore City Public Schools
200 East North Avenue
Baltimore, MD 21202

Dear Dr. Alonso:

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). The OSEP annually reviews each state's SPP and Annual Performance Report (APR). Using the information obtained through review of the APR and other data sources, the 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 ongoing efforts to improve results for children and youth with disabilities. The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Federal Fiscal Year (FFY) 2010 [State Fiscal Year (SFY) 2011 (2010-2011 School Year)] Part B in early June 2012. In accordance with 34 CFR §300.606, if the OSEP identifies the MSDE as "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention," the MSDE is required to notify local school systems, public agencies, the media, and the public of this action.

Pursuant to 20 U.S.C. §1416(a)(1)(C)(i) and 34 C.F.R. §300.600, the MSDE is also required to make determinations annually on the performance of each local school system in the State using the categories in 34 C.F.R. §300.603(b)(1), use appropriate enforcement mechanisms, consistent with 34 C.F.R. §300.604, which must include, if applicable, the enforcement mechanisms identified in §300.604(a)(1) (technical assistance), (a)(3) (conditions on funding of a local school system), (b)(2)(i) (a corrective action plan or improvement plan), (b)(2)(v) (withholding funds, in whole or in part, by MSDE), and (c)(2) (withholding funds, in whole or in part, by MSDE). In accordance with 20 U.S.C. §1416(e) and 34 C.F.R. §300.603(b)(1), the MSDE also must use one of the following four categories to assign a determination to each local school system: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention."

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each local public agency's performance in meeting the State's targets for FFY 2010. Attached is a document entitled, "Part C and Part B Public Agency Determination," that lists the Part B Indicators considered in making determinations. The MSDE carefully considered all aspects of this process. Based on FFY 2010 data, as well as information obtained through monitoring and complaint investigations, the Baltimore City Public Schools (BCPS) has received the determination status of **"Needs Substantial Intervention, Year Six."**

Marvland Public Schools: #1 in the Nation Four Years in a Row

To achieve the determination status of "Meets Requirements," the BCPS must meet or exceed the State's targets on five performance indicators (1, 2, 5a, 5b, and 5c) or not be significantly below the target on LRE Indicators (5a, 5b, or 5c). In addition, the BCPS must demonstrate compliance (100%) for at least five of the seven compliance indicators (4, 9, 10, 11, 12, 13, and 20), and have no corrective actions or have corrected all previously identified findings of noncompliance within one year of identification (15).

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.

The "Part B Local Determination Table" provides an analysis of the BCPS' data. 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.

The MSDE FFY 2005, FFY 2006, FFY 2007, FFY 2008 and FFY 2009 determinations for the BCPS were also "Needs Substantial Intervention." In accordance with 20 U.S.C. §1416(e) and 34 C. F. R. §§300.600 and 300.604, if a local school system is determined to be in need of assistance for two consecutive years, the MSDE must take one or more of the following actions: 1) Advise the local school system of available sources of technical assistance that may help the local school system address the areas in which the local school system needs assistance; 2) Direct the use of federal funds to the area or area(s) the local school system needs assistance; or 3) Identify the local school system as a high-risk grantee and impose special conditions on the local school system's IDEA Part B grant award. In addition, 34 C. F. R. §§300.604(c) and COMAR 13A.05.02.07E holds that if a local school system is determined to be in need of substantial intervention the MSDE may seek to recover funds and / or withhold, in whole or in part, any further payments.

The BCPS must continue to work cooperatively with the MSDE staff and the Settlement Agreement Liaison and actively seek available sources of technical and management assistance for improvement and correction of noncompliance identified through monitoring, Letters of Findings, and other applicable requirements. In conjunction with the Settlement Agreement, the MSDE has assigned staff on-site to provide technical assistance regarding procedures, processes, and institutional mechanisms of the Settlement Agreement. The BCPS must continue to develop, implement, review and revise any MSDE directed CAPs to ensure correction of noncompliance. Currently, corrective actions required by the MSDE's general supervisory responsibilities include:

- Indicator 4 – significant discrepancy in the rates of suspensions/expulsions of students with disabilities compared to nondisabled peers (data measurement);
- Disciplinary removal of students with disabilities for greater than 10 school days (regulatory requirements);

- Provision of Related Services; and
- LRE 6-21 (provision of supplementary aids and services);

The BCPS is also responsible for improving local outcomes for students with disabilities related to results indicators requiring submission of Improvement Plans in the following areas:

- Indicator 5A-C – Percentage of student with disabilities in LRE A, LRE C and separate facilities;
- Indicator 7A2 – Percent of preschool children with IEPs who demonstrate positive social-emotional skills;
- Indicator 7B1 & 2 – Percent of preschool children with IEPs who demonstrate improved acquisition and use of knowledge/skills; and
- Indicator 7C1 & 2 – Percent of preschool children with IEPs who demonstrate improved use of appropriate behaviors to meet their needs.

The school system is also required to implement all corrective actions for each individual, school-based and systemic noncompliance identified through the MSDE's general supervisory responsibilities. Any noncompliance must be corrected as soon as possible but in no case later than one year from identification.

Consistent with COMAR 13A.05.02.07E, and as a direct result of the BCPS not fully correcting substantial violations as demonstrated by continued findings of noncompliance, the MSDE initiates sanctions, including, but not limited to the following:

- The BCPS shall redirect or target the use of funds allocated under the IDEA Part B Discretionary funds toward all open CAPs;
- The BCPS shall redirect or target the use of funds allocated under the IDEA Part B Passthrough funds;
- The BCPS shall provide direct and complete access to the MSDE staff to SMS discipline and attendance modules, Encounter Tracker system, and OSEMC reports as they relate to monitoring activities, CAPs and required compliance activities prior to the release of any federal funds.

Pursuant to these requirements, and to assist all local school systems to meet or maintain the determination status of "Meets Requirements," the MSDE provides and recommends technical assistance. Each local school system has the responsibility to access the Technical Assistance and Determination Network website at <http://spp-apr-calendar.rrfcnetwork.org> and other sources of technical assistance to improve performance and/or correct noncompliance. The website contains a list of SPP Indicators. Upon the selection of a specific indicator, a list of centers, documents, web seminars, and other sources of relevant technical assistance are made available.

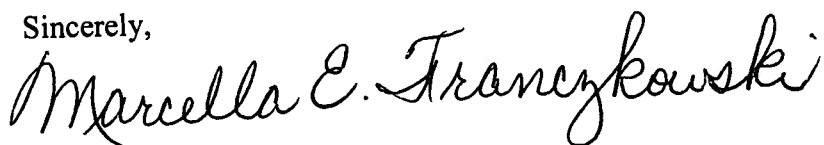
Dr. Andrés Alonso
May 7, 2012
Page Four

Those local school systems that were below the State's target on any indicator are required to access sources of technical assistance and inform the MSDE of the type, amount, and frequency of assistance required to address specific needs. Attached is a "Technical Assistance Contact List" of Division personnel, able to assist you with monitoring and each SPP Indicator. The specific indicators most critical to improving results for the BCPS are: Indicator 4 (Suspension/Expulsion), Indicator 11 (Initial Evaluation Timeline), Indicator 13 (Secondary Transition), Indicator 15 (General Supervision), Indicator 1 (Graduation) Indicator 2 (Drop Out), and Indicator 5 (Least Restrictive Environment).

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 the IDEA. The public may access the MSDE IDEA Performance Report at <http://mdideareport.org>. The requirement for public reporting of local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. The MSDE will continue to provide technical assistance opportunities to improve performance under Part B of the IDEA.

Please provide any feedback regarding technical assistance for local improvement activities. The MSDE is committed to supporting the efforts of the BCPS to improve results for students with disabilities and their families. If you have any questions, would like to discuss further, or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,



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

MF/DRR/ALP
Attachments

c: Bernard J. Sadusky
Kim Hoffman
Branch/Section Chiefs

Baltimore City Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: FAPE in the LRE		
1. Percent of youth with IEPs graduating from high school with a regular diploma. [Performance Indicator]	Baltimore City Public Schools' FFY 2010 data for this indicator is 34.44% for the 4 year cohort and 41.71% for the 5 year cohort. This is below the State's target of 87.75%.	Baltimore City Public Schools' data did not meet the State's target. MSDE looks forward to Baltimore City Public Schools' FFY 2011 data demonstrating improvement.
2. Percent of youth with IEPs dropping out of high school. [Performance Indicator]	Baltimore City Public Schools' FFY 2010 data for this indicator is 6.80%. This did not meet the State's target of 3.27%.	Baltimore City Public Schools did not meet the State's target for this indicator. MSDE looks forward to Baltimore City Public Schools' FFY 2011 data demonstrating improvement.
4A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. [Compliance Indicator]	Baltimore City Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 2.88 and for single event suspensions is 2.50 when compared to nondisabled peers. The State's target for both multiple and single event suspensions is 0.00 – 1.49.	Baltimore City Public Schools did not meet the State's target for multiple suspensions summing to greater than 10 days and did not meet the State's target for single event suspensions. MSDE looks forward to Baltimore City Public Schools' FFY 2011 data demonstrating improvement to meet the State's target.

Baltimore City Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
4B. Percent of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. [Compliance Indicator]	Baltimore City Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 3.18, and for single event suspensions is 2.75, when compared by race or ethnicity. The State's target for both multiple and single event suspensions when compared by race or ethnicity is 0.00 – 1.49.	Baltimore City Public Schools did not meet the State's target for multiple suspensions summing to greater than 10 days and did not meet the State's target for single event suspensions of greater than 10 days when compared by race or ethnicity. MSDE looks forward to Baltimore City Public Schools' FFY 2011 data demonstrating improvement to meet the State's target.
5. (LRE) Percent of children with IEPs aged 6 through 21: A. Inside the regular class 80% or more of the day; B. Inside the regular class less than 40% of the day; or C. In separate schools, residential facilities, or homebound/hospital placements. [Performance Indicator]	A. Baltimore City Public Schools' FFY 2010 data for this indicator is 53.11%. This did not meet the State's target of 62.11% for FFY 2010. B. Baltimore City Public Schools' FFY 2010 data for this indicator is 21.76%. This did not meet the State's target of 15.61 % for FFY 2010. C. Baltimore City Public Schools' FFY 2010 data for this indicator is 10.26%. This did not meet the State's target of 6.42% for FFY 2010.	Baltimore City Public Schools' data did not meet the State's targets for Indicators 5A, 5B and 5C. MSDE looks forward to Baltimore City Public Schools' FFY 2011 data meeting each of the State's LRE targets.

Baltimore City Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7A. Percent of preschool children with IEPs who demonstrate positive social-emotional skills (including social relationships). A.1. Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. A.2. Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	A.1. Baltimore City Public Schools' FFY 2010 data for this indicator is 50.9%. This did not meet the State's target of 66.3 % for FFY 2010. A.2. Baltimore City Public Schools' FFY 2010 data for this indicator is 57.6%. This did not meet the State's target of 71.5% for FFY 2010.	Baltimore City Public Schools did not meet the State's target for increasing the rate of growth for preschool children exiting the program (A.1); and, did not meet the State's target for preschool children functioning within age-expectations, by the time of exit (A.2). MSDE looks forward to Baltimore City Public Schools' FFY 2011 data meeting each of the State's preschool social-emotional targets.
7B. Percent of preschool children with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication and early literacy). B.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. B.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	B.1. Baltimore City Public Schools' FFY 2010 data for this indicator is 45.7%. This did not meet the State's target of 66.6% for FFY 2010. B.2. Baltimore City Public Schools' FFY 2010 data for this indicator is 35.9%. This did not meet the State's target of 57.3% for FFY 2010.	Baltimore City Public Schools did not meet the State's target for increasing the rate of growth for preschool children exiting the program (B.1); and, did not meet the State's target for preschool children functioning within age-expectations by the time of exit (B.2). MSDE looks forward to Baltimore City Public Schools' FFY 2011 data meeting each of the State's preschool language/communication/ early literacy targets.

Baltimore City Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

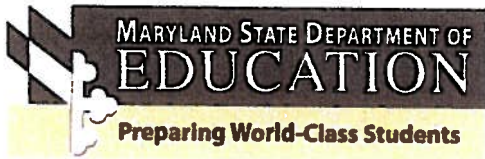
Monitoring Priorities and Indicators	Status	MSDE Analysis
7C: Percent of preschool children with IEPs who demonstrate improved use of appropriate behaviors to meet their needs. C.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. C.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	C.1. Baltimore City Public Schools' FFY 2010 data for this indicator is 47.7%. This did not meet the State's target of 61.7% for FFY 2010. C.2. Baltimore City Public Schools' FFY 2010 data for this indicator is 52.8%. This did not meet the State's target of 64.2% for FFY 2010.	Baltimore City Public Schools did not meet the State's target for increasing the rate of growth for preschool children exiting the program (C.1); and, did not meet the State's target for preschool children functioning within age-expectations by the time of exit (C.2). MSDE looks forward to Baltimore City Public Schools' FFY 2011 data meeting each of the State's preschool behavioral targets.
Monitoring Priority: Disproportionate Representation		
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. [Compliance Indicator]	Baltimore City Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Baltimore City Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Baltimore City Public Schools' FFY 2011 data demonstrating continued compliance.
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. [Compliance Indicator]	Baltimore City Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Baltimore City Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Baltimore City Public Schools' FFY 2011 data demonstrating continued compliance.

Baltimore City Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: Effective General Supervision		
11. Percent of children who are evaluated within 60 days of receiving parental consent for initial evaluation or, if the State established a timeframe within which the evaluation must be conducted, within that timeframe. [Compliance Indicator]	Baltimore City Public Schools' FFY 2010 data for this indicator is 97.18%. The State's target is 100%.	Baltimore City Public Schools' data did not meet the State's target of 100% for this compliance indicator MSDE looks forward to Baltimore City Public Schools' FFY 2011 data demonstrating 100% compliance
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. [Compliance Indicator]	Baltimore City Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Baltimore City Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Baltimore City Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Baltimore City Public Schools' FFY 2010 data for this indicator is 92.0%. The State's target is 100%.	Baltimore City Public Schools' data did not meet the State's target of 100% for this compliance indicator. MSDE looks forward to Baltimore City Public Schools' FFY 2011 data demonstrating 100% compliance.
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. [Compliance Indicator]	Baltimore City Public Schools had 6 corrective actions due in FFY 2010.	Baltimore City Public Schools had 6 findings of noncompliance identified by MSDE that were due for correction in FFY 2010. Four findings were corrected within timelines. MSDE requires all identified noncompliance to be corrected as soon as possible but in no case later than one year.

Baltimore City Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. [Compliance Indicator]	Baltimore City Public Schools submitted required 618 data in a timely and accurate manner.	Baltimore City Public Schools' data met the State's target for the timely and accurate submission of required 618 data and other data required by the State for FFY 2010. MSDE requires Baltimore City Public Schools' submission of required data to be timely and accurate.



Bernard J. Sadusky, Ed.D.
Interim State Superintendent of Schools

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

May 7, 2012

Dr. Joe A. Hairston
Superintendent
Baltimore County Public Schools
6901 North Charles Street
Towson, MD 21204

Dear Dr. Hairston:

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). The OSEP annually reviews each state's SPP and Annual Performance Report (APR). Using the information obtained through review of the APR and other data sources, the 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 ongoing efforts to improve results for children and youth with disabilities. The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Federal Fiscal Year (FFY) 2010 [State Fiscal Year (SFY) 2011 (2010-2011 School Year)] Part B in early June 2012. In accordance with 34 CFR §300.606, if the OSEP identifies the MSDE as "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention," the MSDE is required to notify local school systems, public agencies, the media, and the public of this action.

Pursuant to 20 U.S.C. §1416(a)(1)(C)(i) and 34 C.F.R. §300.600, the MSDE is also required to make determinations annually on the performance of each local school system in the State using the categories in 34 C.F.R. §300.603(b)(1), use appropriate enforcement mechanisms, consistent with 34 C.F.R. §300.604, which must include, if applicable, the enforcement mechanisms identified in §300.604(a)(1) (technical assistance), (a)(3) (conditions on funding of a local school system), (b)(2)(i) (a corrective action plan or improvement plan), (b)(2)(v) (withholding funds, in whole or in part, by MSDE), and (c)(2) (withholding funds, in whole or in part, by MSDE). In accordance with 20 U.S.C. §1416(e) and 34 C.F.R. §300.603(b)(1), the MSDE also must use one of the following four categories to assign a determination to each local school system: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention."

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each local public agency's performance in meeting the State's targets for FFY 2010. Attached is a document entitled, "Part C and Part B Public Agency Determination," that lists the Part B Indicators considered in making determinations. The MSDE carefully considered all aspects of this process. Based on FFY 2010 data, as well as information obtained through monitoring and complaint investigations, the Baltimore County Public Schools (BCPS) has received the determination status of **"Needs Assistance, Year Six."**

Maryland Public Schools: #1 in the Nation Four Years in a Row

Dr. Joe A. Hairston
May 7, 2012
Page Two

To achieve the determination status of "Meets Requirements," the BCPS must meet or exceed the State's targets on five performance indicators (1, 2, 5a, 5b, and 5c) or not be significantly below the target on LRE Indicators (5a, 5b, or 5c). In addition, the BCPS must demonstrate compliance (100%) for at least five of the seven compliance indicators (4, 9, 10, 11, 12, 13, and 20), and have no corrective actions or have corrected all previously identified findings of noncompliance within one year of identification (15).

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.

The "Part B Local Determination Table" provides an analysis of the BCPS' data. 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.

The MSDE FFY 2005, FFY 2006, FFY 2007, FFY 2008, and FFY 2009 determinations for the BCPS were also "Needs Assistance." In accordance with 20 U.S.C. §1416(e) and 34 C.F.R. §§300.600 and 300.604, if a local school system is determined to be in need of assistance for two consecutive years, the MSDE must take one or more of the following actions: 1) Advise the local school system of available sources of technical assistance that may help the local school system address the areas in which the local school system needs assistance; 2) Direct the use of federal funds to the area or area(s) the local school system needs assistance; or 3) Identify the local school system as a high-risk grantee and impose special conditions on the local school system's IDEA Part B grant award.

Pursuant to these requirements, and to assist all local school systems to meet or maintain the determination status of "Meets Requirements," the MSDE provides and recommends technical assistance. Each local school system has the responsibility to access the Technical Assistance and Determination Network website at <http://spp-apr-calendar.rrfcnetwork.org> and other sources of technical assistance to improve performance and/or correct noncompliance. The website contains a list of SPP Indicators. Upon the selection of a specific indicator, a list of centers, documents, web seminars, and other sources of relevant technical assistance are made available.

Those local school systems that were below the State's target on any indicator are required to access sources of technical assistance and inform the MSDE of the type, amount, and frequency of assistance required to address specific needs. Attached is a "Technical Assistance Contact List" of Division personnel, able to assist you with monitoring and each SPP Indicator. The specific indicators most critical to improving results for the BCPS are: Indicator 4 (Suspension / Expulsion), Indicator 11 (Initial Evaluation Timeline), Indicator 15 (General Supervision), Indicator 1 (Graduation), Indicator 2 (Drop Out), and Indicator 5 (Least Restrictive Environment).

Dr. Joe A. Hairston
May 7, 2012
Page Three

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 the IDEA. The public may access the MSDE IDEA Performance Report at <http://mdideareport.org>. The requirement for public reporting of local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. The MSDE will continue to provide technical assistance opportunities to improve performance under Part B of the IDEA.

Please provide any feedback regarding technical assistance for local improvement activities. The MSDE is committed to supporting the efforts of the BCPS to improve results for students with disabilities and their families. If you have any questions, would like to discuss further, or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,

A handwritten signature in black ink that reads "Marcella E. Franczkowski". The signature is written in a cursive style with a large, stylized 'M' and 'F'.

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

MF/DRR/ALP
Attachments

c: Bernard J. Sadusky
Kalisha Miller
Branch/Section Chiefs

Baltimore County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: FAPE in the LRE		
1. Percent of youth with IEPs graduating from high school with a regular diploma. [Performance Indicator]	Baltimore County Public Schools' FFY 2010 data for this indicator is 53.25% for the 4 year cohort and 58.26% for the 5 year cohort. This is below the State's target of 87.75%.	Baltimore County Public Schools' data did not meet the State's target. MSDE looks forward to Baltimore County Public Schools' FFY 2011 data demonstrating improvement.
2. Percent of youth with IEPs dropping out of high school. [Performance Indicator]	Baltimore County Public Schools' FFY 2010 data for this indicator is 6.39%. This did not meet the State's target of 3.27%.	Baltimore County Public Schools did not meet the State's target for this indicator. MSDE looks forward to Baltimore County Public Schools' FFY 2011 data demonstrating improvement.
4A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. [Compliance Indicator]	Baltimore County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 2.16 and for single event suspensions is 2.30 when compared to nondisabled peers. The State's target for both multiple and single event suspensions is 0.00 – 1.49.	Baltimore County Public Schools did not meet the State's target for multiple suspensions summing to greater than 10 days and did not meet the State's target for single event suspensions. MSDE looks forward to Baltimore County Public Schools' FFY 2011 data demonstrating improvement to meet the State's target.

Baltimore County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
4B. Percent of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. [Compliance Indicator]	Baltimore County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 3.58, and for single event suspensions is 4.08, when compared by race or ethnicity. The State's target for both multiple and single event suspensions when compared by race or ethnicity is 0.00 – 1.49.	Baltimore County Public Schools did not meet the State's target for multiple suspensions summing to greater than 10 days and did not meet the State's target for single event suspensions of greater than 10 days when compared by race or ethnicity. MSDE looks forward to Baltimore County Public Schools' FFY 2011 data demonstrating improvement to meet the State's target.
5. (LRE) Percent of children with IEPs aged 6 through 21: A. Inside the regular class 80% or more of the day; B. Inside the regular class less than 40% of the day; or C. In separate schools, residential facilities, or homebound/hospital placements. [Performance Indicator]	A. Baltimore County Public Schools' FFY 2010 data for this indicator is 63.81%. This met the State's target of 62.11% for FFY 2010. B. Baltimore County Public Schools' FFY 2010 data for this indicator is 13.82%. This met the State's target of 15.61 % for FFY 2010. C. Baltimore County Public Schools' FFY 2010 data for this indicator is 7.24%. This did not meet the State's target of 6.42% for FFY 2010.	Baltimore County Public Schools' data met the State's targets for Indicators 5A and 5B, and did not meet the State's target for 5C. MSDE looks forward to Baltimore County Public Schools' FFY 2011 data meeting each of the State's LRE targets.

Baltimore County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7A. Percent of preschool children with IEPs who demonstrate positive social-emotional skills (including social relationships). A.1. Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. A.2. Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	A.1. Baltimore County Public Schools' FFY 2010 data for this indicator is 69.3%. This met the State's target of 66.3 % for FFY 2010. A.2. Baltimore County Public Schools' FFY 2010 data for this indicator is 69.2%. This did not meet the State's target of 71.5% for FFY 2010.	Baltimore County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (A.1); and, did not meet the State's target for preschool children functioning within age-expectations, by the time of exit (A.2). MSDE looks forward to Baltimore County Public Schools' FFY 2011 data meeting each of the State's preschool social-emotional targets.
7B. Percent of preschool children with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication and early literacy). B.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. B.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	B.1. Baltimore County Public Schools' FFY 2010 data for this indicator is 70.7%. This met the State's target of 66.6 % for FFY 2010. B.2. Baltimore County Public Schools' FFY 2010 data for this indicator is 57.1%. This did not meet the State's target of 57.3% for FFY 2010.	Baltimore County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (B.1); and, did not meet the State's target for preschool children functioning within age-expectations by the time of exit (B.2). MSDE looks forward to Baltimore County Public Schools' FFY 2011 data meeting each of the State's preschool language/communication/ early literacy targets.

Baltimore County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7C: Percent of preschool children with IEPs who demonstrate improved use of appropriate behaviors to meet their needs. C.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. C.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	C.1. Baltimore County Public Schools' FFY 2010 data for this indicator is 62.6%. This met the State's target of 61.7 % for FFY 2010. C.2. Baltimore County Public Schools' FFY 2010 data for this indicator is 65.2%. This met the State's target of 64.2% for FFY 2010.	Baltimore County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (C.1); and, met the State's target for preschool children functioning within age-expectations by the time of exit (C.2). MSDE looks forward to Baltimore County Public Schools' FFY 2011 data exceeding each of the State's preschool behavioral targets.
Monitoring Priority: Disproportionate Representation		
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. [Compliance Indicator]	Baltimore County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Baltimore County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Baltimore County Public Schools' FFY 2011 data demonstrating continued compliance.
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. [Compliance Indicator]	Baltimore County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Baltimore County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Baltimore County Public Schools' FFY 2011 data demonstrating continued compliance.

Baltimore County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: Effective General Supervision		
11. Percent of children who are evaluated within 60 days of receiving parental consent for initial evaluation or, if the State established a timeframe within which the evaluation must be conducted, within that timeframe. [Compliance Indicator]	Baltimore County Public Schools' FFY 2010 data for this indicator is 98.67%. The State's target is 100%.	Baltimore County Public Schools' data did not meet the State's target of 100% for this compliance indicator MSDE looks forward to Baltimore County Public Schools' FFY 2011 data demonstrating 100% compliance
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. [Compliance Indicator]	Baltimore County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Baltimore County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Baltimore County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Baltimore County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Baltimore County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Baltimore County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Baltimore County Public Schools had 3 corrective actions due in FFY 2010.	Baltimore County Public Schools had 3 findings of noncompliance identified by MSDE that were due for correction in FFY 2010. Two findings were corrected within timelines. MSDE requires all identified noncompliance to be corrected as soon as possible but in no case later than one year.

**Baltimore County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011**

Monitoring Priorities and Indicators	Status	MSDE Analysis
20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. [Compliance Indicator]	Baltimore County Public Schools submitted required 618 data in a timely and accurate manner.	Baltimore County Public Schools' data met the State's target for the timely and accurate submission of required 618 data and other data required by the State for FFY 2010. MSDE requires Baltimore County Public Schools' submission of required data to be timely and accurate.



Bernard J. Sadusky, Ed.D.
Interim State Superintendent of Schools

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

May 7, 2012

Dr. Jack R. Smith
Superintendent
Calvert County Public Schools
1305 Dares Beach Road
Prince Frederick, MD 20678

Dear Dr. Smith:

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). The OSEP annually reviews each state's SPP and Annual Performance Report (APR). Using the information obtained through review of the APR and other data sources, the 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 ongoing efforts to improve results for children and youth with disabilities. The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Federal Fiscal Year (FFY) 2010 [State Fiscal Year (SFY) 2011 (2010-2011 School Year)] Part B in early June 2012. In accordance with 34 CFR §300.606, if the OSEP identifies the MSDE as "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention," the MSDE is required to notify local school systems, public agencies, the media, and the public of this action.

Pursuant to 20 U.S.C. §1416(a)(1)(C)(i) and 34 C.F.R. §300.600, the MSDE is also required to make determinations annually on the performance of each local school system in the State using the categories in 34 C.F.R. §300.603(b)(1), use appropriate enforcement mechanisms, consistent with 34 C.F.R. §300.604, which must include, if applicable, the enforcement mechanisms identified in §300.604(a)(1) (technical assistance), (a)(3) (conditions on funding of a local school system), (b)(2)(i) (a corrective action plan or improvement plan), (b)(2)(v) (withholding funds, in whole or in part, by MSDE), and (c)(2) (withholding funds, in whole or in part, by MSDE). In accordance with 20 U.S.C. §1416(e) and 34 C.F.R. §300.603(b)(1), the MSDE also must use one of the following four categories to assign a determination to each local school system: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention."

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each local public agency's performance in meeting the State's targets for FFY 2009. Attached is a document entitled, "Part C and Part B Public Agency Determination," that lists the Part B Indicators considered in making determinations. The MSDE carefully considered all aspects of this process. Based on FFY 2009 data, as well as information obtained through monitoring and complaint investigations, the Calvert County Public Schools (CCPS) has received the determination status of **"Needs Assistance, Year Four."**

Maryland Public Schools: #1 in the Nation Four Years in a Row

Dr. Jack R. Smith
May 7, 2012
Page Two

To achieve the determination status of "Meets Requirements," the CCPS must meet or exceed the State's targets on five performance indicators (1, 2, 5a, 5b, and 5c) or not be significantly below the target on LRE Indicators (5a, 5b, or 5c). In addition, the CCPS must demonstrate compliance (100%) for at least five of the seven compliance indicators (4, 9, 10, 11, 12, 13, and 20), and have no corrective actions or have corrected all previously identified findings of noncompliance within one year of identification (15).

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.

The "Part B Local Determination Table" provides an analysis of the CCPS' data. 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.

The MSDE FFY 2005 determination for the CCPS was "Needs Assistance," the FFY 2006 determination was "Needs Intervention," FFY 2007, FFY 2008, and FFY 2009's determination was again "Needs Assistance." In accordance with 20 U.S.C. §1416(e) and 34 C. F. R. §§300.600 and 300.604, if a local school system is determined to be in need of assistance for two consecutive years, the MSDE must take one or more of the following actions: 1) Advise the local school system of available sources of technical assistance that may help the local school system address the areas in which the local school system needs assistance; 2) Direct the use of federal funds to the area or area(s) the local school system needs assistance; or 3) Identify the local school system as a high-risk grantee and impose special conditions on the local school system's IDEA Part B grant award.

Pursuant to these requirements, and to assist all local school systems to meet or maintain the determination status of "Meets Requirements," the MSDE provides and recommends technical assistance. Each local school system has the responsibility to access the Technical Assistance and Determination Network website at <http://spp-apr-calendar.rrfcnetwork.org> and other sources of technical assistance to improve performance and/or correct noncompliance. The website contains a list of SPP Indicators. Upon the selection of a specific indicator, a list of centers, documents, web seminars, and other sources of relevant technical assistance are made available.

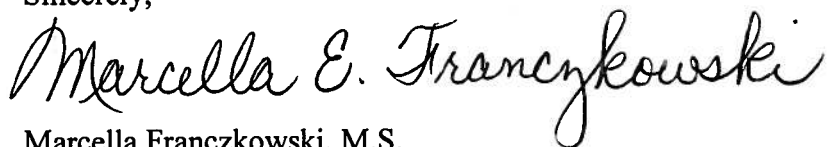
Those local school systems that were below the State's target on any indicator are required to access sources of technical assistance and inform the MSDE of the type, amount, and frequency of assistance required to address specific needs. Attached is a "Technical Assistance Contact List" of Division personnel, able to assist you with monitoring and each SPP Indicator. The specific indicators most critical to improving results for the CCPS are: Indicator 11 (Initial Evaluation Timeline), Indicator 1 (Graduation), and Indicator 5 (Least Restrictive Environment).

Dr. Jack R. Smith
May 7, 2012
Page Three

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 the IDEA. The public may access the MSDE IDEA Performance Report at <http://mdideareport.org>. The requirement for public reporting of local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. The MSDE will continue to provide technical assistance opportunities to improve performance under Part B of the IDEA.

Please provide any feedback regarding technical assistance for local improvement activities. The MSDE is committed to supporting the efforts of the CCPS to improve results for students with disabilities and their families. If you have any questions, would like to discuss further, or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,

A handwritten signature in cursive script that reads "Marcella E. Franczkowski".

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

MF/DRR/ALP
Attachments

c: Bernard J. Sadusky
Annette Lagana
Branch/Section Chiefs

Calvert County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: FAPE in the LRE		
1. Percent of youth with IEPs graduating from high school with a regular diploma. [Performance Indicator]	Calvert County Public Schools' FFY 2010 data for this indicator is 73.26% for the 4 year cohort and 83.13% for the 5 year cohort. This is below the State's target of 87.75%.	Calvert County Public Schools' data did not meet the State's target. MSDE looks forward to Calvert County Public Schools' FFY 2011 data demonstrating improvement.
2. Percent of youth with IEPs dropping out of high school. [Performance Indicator]	Calvert County Public Schools' FFY 2010 data for this indicator is <3.00%. This met the State's target of 3.27%.	Calvert County Public Schools met the State's target for this indicator. MSDE looks forward to Calvert County Public Schools' FFY 2011 data continuing to meet the State's target.
4A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. [Compliance Indicator]	Calvert County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00 and for single event suspensions is 0.00 when compared to nondisabled peers. The State's target for both multiple and single event suspensions is 0.00 – 1.49.	Calvert County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions. MSDE looks forward to Calvert County Public Schools' FFY 2011 data continuing to meet the State's target.

Calvert County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
4B. Percent of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. [Compliance Indicator]	Calvert County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00, and for single event suspensions is 0.00, when compared by race or ethnicity. The State's target for both multiple and single event suspensions when compared by race or ethnicity is 0.00 – 1.49.	Calvert County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions of greater than 10 days when compared by race or ethnicity. MSDE looks forward to Calvert County Public Schools' FFY 2011 data continuing to meet the State's target.
5. (LRE) Percent of children with IEPs aged 6 through 21: A. Inside the regular class 80% or more of the day; B. Inside the regular class less than 40% of the day; or C. In separate schools, residential facilities, or homebound/hospital placements. [Performance Indicator]	A. Calvert County Public Schools' FFY 2010 data for this indicator is 55.01%. This did not meet the State's target of 62.11% for FFY 2010. B. Calvert County Public Schools' FFY 2010 data for this indicator is 8.69%. This met the State's target of 15.61 % for FFY 2010. C. Calvert County Public Schools' FFY 2010 data for this indicator is 6.33%. This met the State's target of 6.42% for FFY 2010.	Calvert County Public Schools' data did not meet the State's target for Indicator 5A and met the State's targets for Indicators 5B and 5C. MSDE looks forward to Calvert County Public Schools' FFY 2011 data meeting each of the State's LRE targets.

Calvert County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7A. Percent of preschool children with IEPs who demonstrate positive social-emotional skills (including social relationships). A.1. Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. A.2. Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	A.1. Calvert County Public Schools' FFY 2010 data for this indicator is 59.5%. This did not meet the State's target of 66.3 % for FFY 2010. A.2. Calvert County Public Schools' FFY 2010 data for this indicator is 66.0%. This did not meet the State's target of 71.5% for FFY 2010.	Calvert County Public Schools did not meet the State's target for increasing the rate of growth for preschool children exiting the program (A.1); and, did not meet the State's target for preschool children functioning within age-expectations, by the time of exit (A.2). MSDE looks forward to Calvert County Public Schools' FFY 2011 data meeting each of the State's preschool social-emotional targets.
7B. Percent of preschool children with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication and early literacy). B.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. B.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	B.1. Calvert County Public Schools' FFY 2010 data for this indicator is 71.7%. This met the State's target of 66.6 % for FFY 2010. B.2. Calvert County Public Schools' FFY 2010 data for this indicator is 54.0%. This did not meet the State's target of 57.3% for FFY 2010.	Calvert County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (B.1); and, did not meet the State's target for preschool children functioning within age-expectations by the time of exit (B.2). MSDE looks forward to Calvert County Public Schools' FFY 2011 data meeting each of the State's preschool language/communication/ early literacy targets.

Calvert County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7C: Percent of preschool children with IEPs who demonstrate improved use of appropriate behaviors to meet their needs. C.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. C.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	C.1. Calvert County Public Schools' FFY 2010 data for this indicator is 48.6%. This did not meet the State's target of 61.7% for FFY 2010. C.2. Calvert County Public Schools' FFY 2010 data for this indicator is 58.0%. This did not meet the State's target of 64.2% for FFY 2010.	Calvert County Public Schools did not meet the State's target for increasing the rate of growth for preschool children exiting the program (C.1); and, did not meet the State's target for preschool children functioning within age-expectations by the time of exit (C.2). MSDE looks forward to Calvert County Public Schools' FFY 2011 data meeting each of the State's preschool behavioral targets.
Monitoring Priority: Disproportionate Representation		
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. [Compliance Indicator]	Calvert County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Calvert County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Calvert County Public Schools' FFY 2011 data demonstrating continued compliance.
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. [Compliance Indicator]	Calvert County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Calvert County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Calvert County Public Schools' FFY 2011 data demonstrating continued compliance.

Calvert County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: Effective General Supervision		
11. Percent of children who are evaluated within 60 days of receiving parental consent for initial evaluation or, if the State established a timeframe within which the evaluation must be conducted, within that timeframe. [Compliance Indicator]	Calvert County Public Schools' FFY 2010 data for this indicator is 98.99%. The State's target is 100%.	Calvert County Public Schools' data did not meet the State's target of 100% for this compliance indicator MSDE looks forward to Calvert County Public Schools' FFY 2011 data demonstrating 100% compliance
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. [Compliance Indicator]	Calvert County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Calvert County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Calvert County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Calvert County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Calvert County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Calvert County Public Schools' FFY 2011 data demonstrating 100% compliance.
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. [Compliance Indicator]	Calvert County Public Schools had 5 corrective actions due in FFY 2010.	Calvert County Public Schools had 5 findings of noncompliance identified by MSDE that were due for correction in FFY 2010. Five findings were corrected within timelines. MSDE requires all identified noncompliance to be corrected as soon as possible but in no case later than one year.

Calvert County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. [Compliance Indicator]	Calvert County Public Schools submitted required 618 data in a timely and accurate manner.	Calvert County Public Schools' data met the State's target for the timely and accurate submission of required 618 data and other data required by the State for FFY 2010. MSDE requires Calvert County Public Schools' submission of required data to be timely and accurate.



Bernard J. Sadusky, Ed.D.
Interim State Superintendent of Schools

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

May 7, 2012

Dr. Khalid N. Mumin
Superintendent
Caroline County Public Schools
204 Franklin Street
Denton, MD 21629

Dear Dr. Mumin:

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). The OSEP annually reviews each state's SPP and Annual Performance Report (APR). Using the information obtained through review of the APR and other data sources, the 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 ongoing efforts to improve results for children and youth with disabilities. The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Federal Fiscal Year (FFY) 2010 [State Fiscal Year (SFY) 2011 (2010-2011 School Year)] Part B in early June 2012. In accordance with 34 CFR §300.606, if the OSEP identifies the MSDE as "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention," the MSDE is required to notify local school systems, public agencies, the media, and the public of this action.

Pursuant to 20 U.S.C. §1416(a)(1)(C)(i) and 34 C.F.R. §300.600, the MSDE is also required to make determinations annually on the performance of each local school system in the State using the categories in 34 C.F.R. §300.603(b)(1), use appropriate enforcement mechanisms, consistent with 34 C.F.R. §300.604, which must include, if applicable, the enforcement mechanisms identified in §300.604(a)(1) (technical assistance), (a)(3) (conditions on funding of a local school system), (b)(2)(i) (a corrective action plan or improvement plan), (b)(2)(v) (withholding funds, in whole or in part, by MSDE), and (c)(2) (withholding funds, in whole or in part, by MSDE). In accordance with 20 U.S.C. §1416(e) and 34 C.F.R. §300.603(b)(1), the MSDE also must use one of the following four categories to assign a determination to each local school system: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention."

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each local public agency's performance in meeting the State's targets for FFY 2010. Attached is a document entitled, "Part C and Part B Public Agency Determination," that lists the Part B Indicators considered in making determinations. The MSDE carefully considered all aspects of this process. Based on FFY 2010 data, as well as information obtained through monitoring and complaint investigations, the Caroline County Public Schools (CCPS) has achieved the determination status of **"Meets Requirements."**

Maryland Public Schools: #1 in the Nation Four Years in a Row

Dr. Khalid N. Mumin
May 7, 2012
Page Two

To achieve the determination status of "Meets Requirements," the CCPS must have met or exceeded the State's targets on five performance indicators (1, 2, 5a, 5b, and 5c) or were not significantly below the target on LRE Indicators (5a, 5b, or 5c). In addition, the CCPS must have demonstrated compliance (100%) for at least five of the seven compliance indicators (4, 9, 10, 11, 12, 13, and 20), and had no corrective actions or corrected all previously identified findings of noncompliance within one year of identification (15).

Attached to this letter are copies of the following documents:

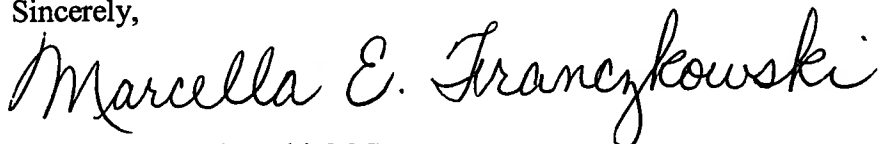
- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

The "Part B Local Determination Table" provides an analysis of the CCPS' data. 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 of local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. The MSDE will continue to provide technical assistance opportunities to improve performance under Part B of the IDEA.

Congratulations on your hard work and commitment to excellence. The MSDE is committed to supporting the efforts of the CCPS to improve results for students with disabilities and their families. If you have any questions, would like to discuss further, or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,



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

MF/DRR/ALP
Attachments

c: Bernard J. Sadusky
Rosemary Thomas
Branch/Section Chiefs

Caroline County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: FAPE in the LRE		
1. Percent of youth with IEPs graduating from high school with a regular diploma. [Performance Indicator]	Caroline County Public Schools' FFY 2010 data for this indicator is 45.95% for the 4 year cohort and 48.65% for the 5 year cohort. This is below the State's target of 87.75%.	Caroline County Public Schools' data did not meet the State's target. MSDE looks forward to Caroline County Public Schools' FFY 2011 data demonstrating improvement.
2. Percent of youth with IEPs dropping out of high school. [Performance Indicator]	Caroline County Public Schools' FFY 2010 data for this indicator is 4.12%. This did not meet the State's target of 3.27%.	Caroline County Public Schools did not meet the State's target for this indicator. MSDE looks forward to Caroline County Public Schools' FFY 2011 data demonstrating improvement.
4A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. [Compliance Indicator]	Caroline County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00 and for single event suspensions is 0.00 when compared to nondisabled peers. The State's target for both multiple and single event suspensions is 0.00 – 1.49.	Caroline County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions. MSDE looks forward to Caroline County Public Schools' FFY 2011 data continuing to meet the State's target.

Caroline County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
4B. Percent of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. [Compliance Indicator]	Caroline County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00, and for single event suspensions is 0.00, when compared by race or ethnicity. The State's target for both multiple and single event suspensions when compared by race or ethnicity is 0.00 – 1.49.	Caroline County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions of greater than 10 days when compared by race or ethnicity. MSDE looks forward to Caroline County Public Schools' FFY 2011 data continuing to meet the State's target.
5. (LRE) Percent of children with IEPs aged 6 through 21: A. Inside the regular class 80% or more of the day; B. Inside the regular class less than 40% of the day; or C. In separate schools, residential facilities, or homebound/hospital placements. [Performance Indicator]	A. Caroline County Public Schools' FFY 2010 data for this indicator is 83.03%. This met the State's target of 62.11% for FFY 2010. B. Caroline County Public Schools' FFY 2010 data for this indicator is 11.66%. This met the State's target of 15.61 % for FFY 2010. C. Caroline County Public Schools' FFY 2010 data for this indicator is 1.84%. This met the State's target of 6.42% for FFY 2010.	Caroline County Public Schools' data met the State's targets for Indicators 5A, 5B and 5C. MSDE looks forward to Caroline County Public Schools' FFY 2011 data meeting each of the State's LRE targets.

Caroline County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7A. Percent of preschool children with IEPs who demonstrate positive social-emotional skills (including social relationships). A.1. Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. A.2. Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	A.1. Caroline County Public Schools' FFY 2010 data for this indicator is 85.7%. This met the State's target of 66.3 % for FFY 2010. A.2. Caroline County Public Schools' FFY 2010 data for this indicator is 73.5%. This met the State's target of 71.5% for FFY 2010.	Caroline County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (A.1); and, met the State's target for preschool children functioning within age-expectations, by the time of exit (A.2). MSDE looks forward to Caroline County Public Schools' FFY 2011 data exceeding each of the State's preschool social-emotional targets.
7B. Percent of preschool children with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication and early literacy). B.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. B.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	B.1. Caroline County Public Schools' FFY 2010 data for this indicator is 82.1%. This met the State's target of 66.6 % for FFY 2010. B.2. Caroline County Public Schools' FFY 2010 data for this indicator is 64.7%. This met the State's target of 57.3% for FFY 2010.	Caroline County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (B.1); and, met the State's target for preschool children functioning within age-expectations by the time of exit (B.2). MSDE looks forward to Caroline County Public Schools' FFY 2011 data exceeding each of the State's preschool language/communication/ early literacy targets.

Caroline County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7C: Percent of preschool children with IEPs who demonstrate improved use of appropriate behaviors to meet their needs. C.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. C.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	C.1. Caroline County Public Schools' FFY 2010 data for this indicator is 72.7%. This met the State's target of 61.7 % for FFY 2010. C.2. Caroline County Public Schools' FFY 2010 data for this indicator is 73.5%. This met the State's target of 64.2% for FFY 2010.	Caroline County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (C.1); and, met the State's target for preschool children functioning within age-expectations by the time of exit (C.2). MSDE looks forward to Caroline County Public Schools' FFY 2011 data exceeding each of the State's preschool behavioral targets.
Monitoring Priority: Disproportionate Representation		
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. [Compliance Indicator]	Caroline County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Caroline County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Caroline County Public Schools' FFY 2011 data demonstrating continued compliance.
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. [Compliance Indicator]	Caroline County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Caroline County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Caroline County Public Schools' FFY 2011 data demonstrating continued compliance.

Caroline County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: Effective General Supervision		
11. Percent of children who are evaluated within 60 days of receiving parental consent for initial evaluation or, if the State established a timeframe within which the evaluation must be conducted, within that timeframe. [Compliance Indicator]	Caroline County Public Schools' FFY 2010 data for this indicator is 98.63%. The State's target is 100%.	Caroline County Public Schools' data did not meet the State's target of 100% for this compliance indicator. MSDE looks forward to Caroline County Public Schools' FFY 2011 data demonstrating 100% compliance
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. [Compliance Indicator]	Caroline County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Caroline County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Caroline County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Caroline County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Caroline County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Caroline County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Caroline County Public Schools had no corrective actions due in FFY 2010.	Caroline County Public Schools had no findings of noncompliance identified by MSDE that were due for correction in FFY 2010. MSDE requires all identified noncompliance to be corrected as soon as possible but in no case later than one year.

Caroline County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. [Compliance Indicator]	Caroline County Public Schools submitted required 618 data in a timely and accurate manner.	Caroline County Public Schools' data met the State's target for the timely and accurate submission of required 618 data and other data required by the State for FFY 2010. MSDE requires Caroline County Public Schools' submission of required data to be timely and accurate.



Bernard J. Sadusky, Ed.D.
Interim State Superintendent of Schools

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

May 7, 2012

Mr. Stephen H. Guthrie
Superintendent
Carroll County Public Schools
125 North Court Street
Westminster, MD 21157

Dear Mr. Guthrie:

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). The OSEP annually reviews each state's SPP and Annual Performance Report (APR). Using the information obtained through review of the APR and other data sources, the 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 ongoing efforts to improve results for children and youth with disabilities. The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Federal Fiscal Year (FFY) 2010 [State Fiscal Year (SFY) 2011 (2010-2011 School Year)] Part B in early June 2012. In accordance with 34 CFR §300.606, if the OSEP identifies the MSDE as "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention," the MSDE is required to notify local school systems, public agencies, the media, and the public of this action.

Pursuant to 20 U.S.C. §1416(a)(1)(C)(i) and 34 C.F.R. §300.600, the MSDE is also required to make determinations annually on the performance of each local school system in the State using the categories in 34 C.F.R. §300.603(b)(1), use appropriate enforcement mechanisms, consistent with 34 C.F.R. §300.604, which must include, if applicable, the enforcement mechanisms identified in §300.604(a)(1) (technical assistance), (a)(3) (conditions on funding of a local school system), (b)(2)(i) (a corrective action plan or improvement plan), (b)(2)(v) (withholding funds, in whole or in part, by MSDE), and (c)(2) (withholding funds, in whole or in part, by MSDE). In accordance with 20 U.S.C. §1416(e) and 34 C.F.R. §300.603(b)(1), the MSDE also must use one of the following four categories to assign a determination to each local school system: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention."

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each local public agency's performance in meeting the State's targets for FFY 2010. Attached is a document entitled, "Part C and Part B Public Agency Determination," that lists the Part B Indicators considered in making determinations. The MSDE carefully considered all aspects of this process. Based on FFY 2010 data, as well as information obtained through monitoring and complaint investigations, the Carroll County Public Schools (CCPS) has achieved the determination status of "**Meets Requirements.**"

Maryland Public Schools: #1 in the Nation Four Years in a Row

Mr. Stephen H. Guthrie
May 7, 2012
Page Two

To achieve the determination status of "Meets Requirements," the CCPS must have met or exceeded the State's targets on five performance indicators (1, 2, 5a, 5b, and 5c) or were not significantly below the target on LRE Indicators (5a, 5b, or 5c). In addition, the CCPS must have demonstrated compliance (100%) for at least five of the seven compliance indicators (4, 9, 10, 11, 12, 13, and 20), and had no corrective actions or corrected all previously identified findings of noncompliance within one year of identification (15).

Attached to this letter are copies of the following documents:

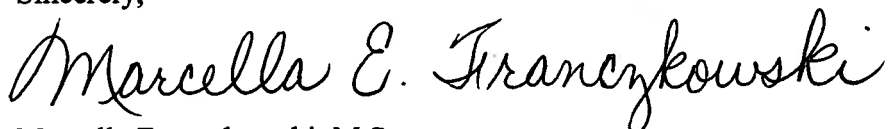
- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

The "Part B Local Determination Table" provides an analysis of the CCPS' data. 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 of local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. The MSDE will continue to provide technical assistance opportunities to improve performance under Part B of the IDEA.

Congratulations on your hard work and commitment to excellence. The MSDE is committed to supporting the efforts of the CCPS to improve results for students with disabilities and their families. If you have any questions, would like to discuss further, or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,



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

MF/DRR/ALP
Attachments

c: Bernard J. Sadusky
Russell Gray
Branch/Section Chiefs

Carroll County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: FAPE in the LRE		
1. Percent of youth with IEPs graduating from high school with a regular diploma. [Performance Indicator]	Carroll County Public Schools' FFY 2010 data for this indicator is 69.72% for the 4 year cohort and 71.76% for the 5 year cohort. This is below the State's target of 87.75%.	Carroll County Public Schools' data did not meet the State's target. MSDE looks forward to Carroll County Public Schools' FFY 2011 data demonstrating improvement.
2. Percent of youth with IEPs dropping out of high school. [Performance Indicator]	Carroll County Public Schools' FFY 2010 data for this indicator is <3.00%. This met the State's target of 3.27%.	Carroll County Public Schools met the State's target for this indicator. MSDE looks forward to Carroll County Public Schools' FFY 2011 data continuing to meet the State's target.
4A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. [Compliance Indicator]	Carroll County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00 and for single event suspensions is 0.00 when compared to nondisabled peers. The State's target for both multiple and single event suspensions is 0.00 – 1.49.	Carroll County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions. MSDE looks forward to Carroll County Public Schools' FFY 2011 data continuing to meet the State's target.

Carroll County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
4B. Percent of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. [Compliance Indicator]	Carroll County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00, and for single event suspensions is 0.00, when compared by race or ethnicity. The State's target for both multiple and single event suspensions when compared by race or ethnicity is 0.00 – 1.49.	Carroll County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions of greater than 10 days when compared by race or ethnicity. MSDE looks forward to Carroll County Public Schools' FFY 2011 data continuing to meet the State's target.
5. (LRE) Percent of children with IEPs aged 6 through 21: A. Inside the regular class 80% or more of the day; B. Inside the regular class less than 40% of the day; or C. In separate schools, residential facilities, or homebound/hospital placements. [Performance Indicator]	A. Carroll County Public Schools' FFY 2010 data for this indicator is 75.22%. This met the State's target of 62.11% for FFY 2010. B. Carroll County Public Schools' FFY 2010 data for this indicator is 8.48%. This met the State's target of 15.61 % for FFY 2010. C. Carroll County Public Schools' FFY 2010 data for this indicator is 4.15%. This met the State's target of 6.42% for FFY 2010.	Carroll County Public Schools' data met the State's targets for Indicators 5A, 5B and 5C. MSDE looks forward to Carroll County Public Schools' FFY 2011 data continuing to meet each of the State's LRE targets.

Carroll County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7A. Percent of preschool children with IEPs who demonstrate positive social-emotional skills (including social relationships). A.1. Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. A.2. Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	A.1. Carroll County Public Schools' FFY 2010 data for this indicator is 66.6%. This met the State's target of 66.3 % for FFY 2010. A.2. Carroll County Public Schools' FFY 2010 data for this indicator is 83.3%. This did not meet the State's target of 71.5% for FFY 2010.	Carroll County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (A.1); and, met the State's target for preschool children functioning within age-expectations, by the time of exit (A.2). MSDE looks forward to Carroll County Public Schools' FFY 2011 data exceeding each of the State's preschool social-emotional targets.
7B. Percent of preschool children with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication and early literacy). B.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. B.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	B.1. Carroll County Public Schools' FFY 2010 data for this indicator is 55.5%. This did not meet the State's target of 66.6% for FFY 2010. B.2. Carroll County Public Schools' FFY 2010 data for this indicator is 66.7%. This met the State's target of 57.3% for FFY 2010.	Carroll County Public Schools did not meet the State's target for increasing the rate of growth for preschool children exiting the program (B.1); and, met the State's target for preschool children functioning within age-expectations by the time of exit (B.2). MSDE looks forward to Carroll County Public Schools' FFY 2011 data meeting each of the State's preschool language/communication/ early literacy targets.

Carroll County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7C: Percent of preschool children with IEPs who demonstrate improved use of appropriate behaviors to meet their needs. C.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. C.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	C.1. Carroll County Public Schools' FFY 2010 data for this indicator is 66.7%. This met the State's target of 61.7 % for FFY 2010. C.2. Carroll County Public Schools' FFY 2010 data for this indicator is 75.0%. This met the State's target of 64.2% for FFY 2010.	Carroll County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (C.1); and, met the State's target for preschool children functioning within age-expectations by the time of exit (C.2). MSDE looks forward to Carroll County Public Schools' FFY 2011 data exceeding each of the State's preschool behavioral targets.
Monitoring Priority: Disproportionate Representation		
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. [Compliance Indicator]	Carroll County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Carroll County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Carroll County Public Schools' FFY 2011 data demonstrating continued compliance.
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. [Compliance Indicator]	Carroll County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Carroll County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Carroll County Public Schools' FFY 2011 data demonstrating continued compliance.

Carroll County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: Effective General Supervision		
11. Percent of children who are evaluated within 60 days of receiving parental consent for initial evaluation or, if the State established a timeframe within which the evaluation must be conducted, within that timeframe. [Compliance Indicator]	Carroll County Public Schools' FFY 2010 data for this indicator is 97.77%. The State's target is 100%.	Carroll County Public Schools' data did not meet the State's target of 100% for this compliance indicator MSDE looks forward to Carroll County Public Schools' FFY 2011 data demonstrating 100% compliance
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. [Compliance Indicator]	Carroll County Public Schools' FFY 2010 data for this indicator is 96.15%. The State's target is 100%.	Carroll County Public Schools' data did not meet the State's target of 100% for this compliance indicator. MSDE looks forward to Carroll County Public Schools' FFY 2011 data demonstrating 100% compliance.
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. [Compliance Indicator]	Carroll County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Carroll County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Carroll County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Carroll County Public Schools had 0 corrective actions due in FFY 2010.	Carroll County Public Schools had 0 findings of noncompliance identified by MSDE that were due for correction in FFY 2010. MSDE requires all identified noncompliance to be corrected as soon as possible but in no case later than one year.

Carroll County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. [Compliance Indicator]	Carroll County Public Schools submitted required 618 data in a timely and accurate manner.	Carroll County Public Schools' data met the State's target for the timely and accurate submission of required 618 data and other data required by the State for FFY 2010. MSDE requires Carroll County Public Schools' submission of required data to be timely and accurate.



Bernard J. Sadusky, Ed.D.
Interim State Superintendent of Schools

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

May 7, 2012

Dr. D'Ette W. Devine
Superintendent
Cecil County Public Schools
201 Booth Street
Elkton, MD 21921

Dear Dr. Devine:

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). The OSEP annually reviews each state's SPP and Annual Performance Report (APR). Using the information obtained through review of the APR and other data sources, the 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 ongoing efforts to improve results for children and youth with disabilities. The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Federal Fiscal Year (FFY) 2010 [State Fiscal Year (SFY) 2011 (2010-2011 School Year)] Part B in early June 2012. In accordance with 34 CFR §300.606, if the OSEP identifies the MSDE as "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention," the MSDE is required to notify local school systems, public agencies, the media, and the public of this action.

Pursuant to 20 U.S.C. §1416(a)(1)(C)(i) and 34 C.F.R. §300.600, the MSDE is also required to make determinations annually on the performance of each local school system in the State using the categories in 34 C.F.R. §300.603(b)(1), use appropriate enforcement mechanisms, consistent with 34 C.F.R. §300.604, which must include, if applicable, the enforcement mechanisms identified in §300.604(a)(1) (technical assistance), (a)(3) (conditions on funding of a local school system), (b)(2)(i) (a corrective action plan or improvement plan), (b)(2)(v) (withholding funds, in whole or in part, by MSDE), and (c)(2) (withholding funds, in whole or in part, by MSDE). In accordance with 20 U.S.C. §1416(e) and 34 C.F.R. §300.603(b)(1), the MSDE also must use one of the following four categories to assign a determination to each local school system: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention."

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each local public agency's performance in meeting the State's targets for FFY 2010. Attached is a document entitled, "Part C and Part B Public Agency Determination," that lists the Part B Indicators considered in making determinations. The MSDE carefully considered all aspects of this process. Based on FFY 2010 data, as well as information obtained through monitoring and complaint investigations, the Cecil County Public Schools (CCPS) has received the determination status of "**Needs Intervention.**"

Dr. D'Ette W. Devine
May 7, 2012
Page Two

To achieve the determination status of "Meets Requirements," the CCPS must meet or exceed the State's targets on five performance indicators (1, 2, 5a, 5b, and 5c) or not be significantly below the target on LRE Indicators (5a, 5b, or 5c). In addition, the CCPS must demonstrate compliance (100%) for at least five of the seven compliance indicators (4, 9, 10, 11, 12, 13, and 20), and have no corrective actions or have corrected all previously identified findings of noncompliance within one year of identification (15).

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.

The "Part B Local Determination Table" provides an analysis of the CCPS' data. 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.

Please be advised that, in accordance with 20 U.S.C. §1416(e) and 34 C. F. R. §§300.600 and 300.604, if a local school system is determined to be in need of assistance for two consecutive years, the MSDE must take one or more of the following actions: 1) Advise the local school system of available sources of technical assistance that may help the local school system address the areas in which the local school system needs assistance; 2) Direct the use of federal funds to the area or area(s) the local school system needs assistance; or 3) Identify the local school system as a high-risk grantee and impose special conditions on the local school system's IDEA Part B grant award.

Pursuant to these requirements, and to assist all local school systems to meet or maintain the determination status of "Meets Requirements," the MSDE provides and recommends technical assistance. Each local school system has the responsibility to access the Technical Assistance and Determination Network website at <http://spp-apr-calendar.rrfcnetwork.org> and other sources of technical assistance to improve performance and/or correct noncompliance. The website contains a list of SPP Indicators. Upon the selection of a specific indicator, a list of centers, documents, web seminars, and other sources of relevant technical assistance are made available.

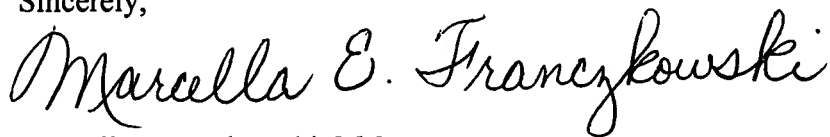
Those local school systems that were below the State's target on any indicator are required to access sources of technical assistance and inform the MSDE of the type, amount, and frequency of assistance required to address specific needs. Attached is a "Technical Assistance Contact List" of Division personnel, able to assist you with monitoring and each SPP Indicator. The specific indicators most critical to improving results for CCPS are: Indicator 11 (Initial Evaluation Timeline), Indicator 13 (Secondary Transition), Indicator 15 (General Supervision), Indicator 20, Indicator 1 (Graduation), and Indicator 2 (Drop Out).

Dr. D'Ette W. Devine
May 7, 2012
Page Three

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 the IDEA. The public may access the MSDE IDEA Performance Report at <http://mdideareport.org>. The requirement for public reporting of local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. The MSDE will continue to provide technical assistance opportunities to improve performance under Part B of the IDEA.

Please provide any feedback regarding technical assistance for local improvement activities. The MSDE is committed to supporting the efforts of the CCPS to improve results for students with disabilities and their families. If you have any questions, would like to discuss further, or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,

A handwritten signature in cursive script that reads "Marcella E. Franczkowski".

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

MF/DRR/ALP
Attachments

c: Bernard J. Sadusky
Sarah J. Farr
Branch/Section Chiefs

Cecil County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: FAPE in the LRE		
1. Percent of youth with IEPs graduating from high school with a regular diploma. [Performance Indicator]	Cecil County Public Schools' FFY 2010 data for this indicator is 38.52% for the 4 year cohort and 47.90% for the 5 year cohort. This is below the State's target of 87.75%.	Cecil County Public Schools' data did not meet the State's target. MSDE looks forward to Cecil County Public Schools' FFY 2011 data demonstrating improvement.
2. Percent of youth with IEPs dropping out of high school. [Performance Indicator]	Cecil County Public Schools' FFY 2010 data for this indicator is 6.89%. This did not meet the State's target of 3.27%.	Cecil County Public Schools did not meet the State's target for this indicator. MSDE looks forward to Cecil County Public Schools' FFY 2011 data demonstrating improvement.
4A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. [Compliance Indicator]	Cecil County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00 and for single event suspensions is 0.00 when compared to nondisabled peers. The State's target for both multiple and single event suspensions is 0.00 – 1.49.	Cecil County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions. MSDE looks forward to Cecil County Public Schools' FFY 2011 data continuing to meet the State's target.

Cecil County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
4B. Percent of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. [Compliance Indicator]	Cecil County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00, and for single event suspensions is 0.00, when compared by race or ethnicity. The State's target for both multiple and single event suspensions when compared by race or ethnicity is 0.00 – 1.49.	Cecil County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions of greater than 10 days when compared by race or ethnicity. MSDE looks forward to Cecil County Public Schools' FFY 2011 data continuing to meet the State's target.
5. (LRE) Percent of children with IEPs aged 6 through 21: A. Inside the regular class 80% or more of the day; B. Inside the regular class less than 40% of the day; or C. In separate schools, residential facilities, or homebound/hospital placements. [Performance Indicator]	A. Cecil County Public Schools' FFY 2010 data for this indicator is 90.29%. This met the State's target of 62.11% for FFY 2010. B. Cecil County Public Schools' FFY 2010 data for this indicator is 1.77%. This met the State's target of 15.61 % for FFY 2010. C. Cecil County Public Schools' FFY 2010 data for this indicator is 4.44%. This met the State's target of 6.42% for FFY 2010.	Cecil County Public Schools' data met the State's targets for Indicators 5A, 5B and 5C. MSDE looks forward to Cecil County Public Schools' FFY 2011 data continuing to meet each of the State's LRE targets.

Cecil County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7A. Percent of preschool children with IEPs who demonstrate positive social-emotional skills (including social relationships). A.1. Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. A.2. Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	A.1. Cecil County Public Schools' FFY 2010 data for this indicator is 46.8%. This did not meet the State's target of 66.3 % for FFY 2010. A.2. Cecil County Public Schools' FFY 2010 data for this indicator is 61.2%. This did not meet the State's target of 71.5% for FFY 2010.	Cecil County Public Schools did not meet the State's target for increasing the rate of growth for preschool children exiting the program (A.1); and, did not meet the State's target for preschool children functioning within age-expectations, by the time of exit (A.2). MSDE looks forward to Cecil County Public Schools' FFY 2011 data meeting each of the State's preschool social-emotional targets.
7B. Percent of preschool children with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication and early literacy). B.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. B.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	B.1. Cecil County Public Schools' FFY 2010 data for this indicator is 45.2%. This did not meet the State's target of 66.6% for FFY 2010. B.2. Cecil County Public Schools' FFY 2010 data for this indicator is 49.4%. This did not meet the State's target of 57.3% for FFY 2010.	Cecil County Public Schools did not meet the State's target for increasing the rate of growth for preschool children exiting the program (B.1); and, did not meet the State's target for preschool children functioning within age-expectations by the time of exit (B.2). MSDE looks forward to Cecil County Public Schools' FFY 2011 data meeting each of the State's preschool language/communication/ early literacy targets.

Cecil County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7C: Percent of preschool children with IEPs who demonstrate improved use of appropriate behaviors to meet their needs. C.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. C.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	C.1. Cecil County Public Schools' FFY 2010 data for this indicator is 44.4%. This did not meet the State's target of 61.7 % for FFY 2010. C.2. Cecil County Public Schools' FFY 2010 data for this indicator is 50.6%. This did not meet the State's target of 64.2% for FFY 2010.	Cecil County Public Schools did not meet the State's target for increasing the rate of growth for preschool children exiting the program (C.1); and, did not meet the State's target for preschool children functioning within age-expectations by the time of exit (C.2). MSDE looks forward to Cecil County Public Schools' FFY 2011 data meeting each of the State's preschool behavioral targets.
Monitoring Priority: Disproportionate Representation		
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. [Compliance Indicator]	Cecil County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Cecil County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Cecil County Public Schools' FFY 2011 data demonstrating continued compliance.
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. [Compliance Indicator]	Cecil County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Cecil County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Cecil County Public Schools' FFY 2011 data demonstrating continued compliance.

Cecil County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: Effective General Supervision		
11. Percent of children who are evaluated within 60 days of receiving parental consent for initial evaluation or, if the State established a timeframe within which the evaluation must be conducted, within that timeframe. [Compliance Indicator]	Cecil County Public Schools' FFY 2010 data for this indicator is 98.75%. The State's target is 100%.	Cecil County Public Schools' data did not meet the State's target of 100% for this compliance indicator MSDE looks forward to Cecil County Public Schools' FFY 2011 data demonstrating 100% compliance
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. [Compliance Indicator]	Cecil County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Cecil County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Cecil County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Cecil County Public Schools' FFY 2010 data for this indicator is 80.0%. The State's target is 100%.	Cecil County Public Schools' data did not meet the State's target of 100% for this compliance indicator. MSDE looks forward to Cecil County Public Schools' FFY 2011 data demonstrating 100% compliance.
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. [Compliance Indicator]	Cecil County Public Schools had 3 corrective actions due in FFY 2010.	Cecil County Public Schools had 3 findings of noncompliance identified by MSDE that were due for correction in FFY 2010. No findings were corrected within timelines. MSDE requires all identified noncompliance to be corrected as soon as possible but in no case later than one year.

Cecil County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. [Compliance Indicator]	Cecil County Public Schools submitted required 618 data in a timely and accurate manner.	Cecil County Public Schools' data met the State's target for the timely and accurate submission of required 618 data and other data required by the State for FFY 2010. MSDE requires Cecil County Public Schools' submission of required data to be timely and accurate.



Bernard J. Sadusky, Ed.D.
Interim State Superintendent of Schools

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

May 7, 2012

Mr. James E. Richmond
Superintendent
Charles County Public Schools
P.O. Box 2770
LaPlata, MD 20646

Dear Mr. Richmond:

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). The OSEP annually reviews each state's SPP and Annual Performance Report (APR). Using the information obtained through review of the APR and other data sources, the 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 ongoing efforts to improve results for children and youth with disabilities. The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Federal Fiscal Year (FFY) 2010 [State Fiscal Year (SFY) 2011 (2010-2011 School Year)] Part B in early June 2012. In accordance with 34 CFR §300.606, if the OSEP identifies the MSDE as "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention," the MSDE is required to notify local school systems, public agencies, the media, and the public of this action.

Pursuant to 20 U.S.C. §1416(a)(1)(C)(i) and 34 C.F.R. §300.600, the MSDE is also required to make determinations annually on the performance of each local school system in the State using the categories in 34 C.F.R. §300.603(b)(1), use appropriate enforcement mechanisms, consistent with 34 C.F.R. §300.604, which must include, if applicable, the enforcement mechanisms identified in §300.604(a)(1) (technical assistance), (a)(3) (conditions on funding of a local school system), (b)(2)(i) (a corrective action plan or improvement plan), (b)(2)(v) (withholding funds, in whole or in part, by MSDE), and (c)(2) (withholding funds, in whole or in part, by MSDE). In accordance with 20 U.S.C. §1416(e) and 34 C.F.R. §300.603(b)(1), the MSDE also must use one of the following four categories to assign a determination to each local school system: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention."

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each local public agency's performance in meeting the State's targets for FFY 2010. Attached is a document entitled, "Part C and Part B Public Agency Determination," that lists the Part B Indicators considered in making determinations. The MSDE carefully considered all aspects of this process. Based on FFY 2010 data, as well as information obtained through monitoring and complaint investigations, the Charles County Public Schools (CCPS) has achieved the determination status of "**Meets Requirements.**"

Maryland Public Schools: #1 in the Nation Four Years in a Row

Mr. James E. Richmond
May 7, 2012
Page Two

To achieve the determination status of "Meets Requirements," the CCPS must have met or exceeded the State's targets on five performance indicators (1, 2, 5a, 5b, and 5c) or were not significantly below the target on LRE Indicators (5a, 5b, or 5c). In addition, the CCPS must have demonstrated compliance (100%) for at least five of the seven compliance indicators (4, 9, 10, 11, 12, 13, and 20), and had no corrective actions or corrected all previously identified findings of noncompliance within one year of identification (15).

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.

The "Part B Local Determination Table" provides an analysis of the CCPS' data. 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 of local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. The MSDE will continue to provide technical assistance opportunities to improve performance under Part B of the IDEA.

Congratulations on your hard work and commitment to excellence. The MSDE is committed to supporting the efforts of the CCPS to improve results for students with disabilities and their families. If you have any questions, would like to discuss further, or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,



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

MF/DRR/ALP
Attachments

c: Bernard J. Sadusky
Arden Sotomayor
Branch/Section Chiefs

Charles County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: FAPE in the LRE		
1. Percent of youth with IEPs graduating from high school with a regular diploma. [Performance Indicator]	Charles County Public Schools' FFY 2010 data for this indicator is 62.09% for the 4 year cohort and 68.87% for the 5 year cohort. This is below the State's target of 87.75%.	Charles County Public Schools' data did not meet the State's target. MSDE looks forward to Charles County Public Schools' FFY 2011 data demonstrating improvement.
2. Percent of youth with IEPs dropping out of high school. [Performance Indicator]	Charles County Public Schools' FFY 2010 data for this indicator is 3.41%. This did not meet the State's target of 3.27%.	Charles County Public Schools did not meet the State's target for this indicator. MSDE looks forward to Charles County Public Schools' FFY 2011 data demonstrating improvement.
4A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. [Compliance Indicator]	Charles County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00 and for single event suspensions is 0.00 when compared to nondisabled peers. The State's target for both multiple and single event suspensions is 0.00 – 1.49.	Charles County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions. MSDE looks forward to Charles County Public Schools' FFY 2011 data continuing to meet the State's target.

Charles County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
4B. Percent of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. [Compliance Indicator]	Charles County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00, and for single event suspensions is 0.00, when compared by race or ethnicity. The State's target for both multiple and single event suspensions when compared by race or ethnicity is 0.00 – 1.49.	Charles County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions of greater than 10 days when compared by race or ethnicity. MSDE looks forward to Charles County Public Schools' FFY 2011 data continuing to meet the State's target.
5. (LRE) Percent of children with IEPs aged 6 through 21: A. Inside the regular class 80% or more of the day; B. Inside the regular class less than 40% of the day; or C. In separate schools, residential facilities, or homebound/hospital placements. [Performance Indicator]	A. Charles County Public Schools' FFY 2010 data for this indicator is 64.73%. This met the State's target of 62.11% for FFY 2010. B. Charles County Public Schools' FFY 2010 data for this indicator is 18.38%. This did not meet the State's target of 15.61 % for FFY 2010. C. Charles County Public Schools' FFY 2010 data for this indicator is 2.84%. This met the State's target of 6.42% for FFY 2010.	Charles County Public Schools' data met the State's targets for Indicators 5A and 5C and did not meet the State's target for Indicator 5B. MSDE looks forward to Charles County Public Schools' FFY 2011 data meeting each of the State's LRE targets.

Charles County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7A. Percent of preschool children with IEPs who demonstrate positive social-emotional skills (including social relationships). A.1. Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. A.2. Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	A.1. Charles County Public Schools' FFY 2010 data for this indicator is 64.3%. This did not meet the State's target of 66.3 % for FFY 2010. A.2. Charles County Public Schools' FFY 2010 data for this indicator is 63.4%. This did not meet the State's target of 71.5% for FFY 2010.	Charles County Public Schools did not meet the State's target for increasing the rate of growth for preschool children exiting the program (A.1); and, did not meet the State's target for preschool children functioning within age-expectations, by the time of exit (A.2). MSDE looks forward to Charles County Public Schools' FFY 2011 data meeting each of the State's preschool social-emotional targets.
7B. Percent of preschool children with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication and early literacy). B.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. B.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	B.1. Charles County Public Schools' FFY 2010 data for this indicator is 65.6%. This did not meet the State's target of 66.6 % for FFY 2010. B.2. Charles County Public Schools' FFY 2010 data for this indicator is 53.6%. This did not meet the State's target of 57.3% for FFY 2010.	Charles County Public Schools did not meet the State's target for increasing the rate of growth for preschool children exiting the program (B.1); and, did not meet the State's target for preschool children functioning within age-expectations by the time of exit (B.2). MSDE looks forward to Charles County Public Schools' FFY 2011 data meeting each of the State's preschool language/communication/ early literacy targets.

Charles County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7C: Percent of preschool children with IEPs who demonstrate improved use of appropriate behaviors to meet their needs. C.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. C.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	C.1. Charles County Public Schools' FFY 2010 data for this indicator is 75.0%. This met the State's target of 61.7 % for FFY 2010. C.2. Charles County Public Schools' FFY 2010 data for this indicator is 56.1%. This did not meet the State's target of 64.2% for FFY 2010.	Charles County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (C.1); and, did not meet the State's target for preschool children functioning within age-expectations by the time of exit (C.2). MSDE looks forward to Charles County Public Schools' FFY 2011 data meeting each of the State's preschool behavioral targets.
Monitoring Priority: Disproportionate Representation		
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. [Compliance Indicator]	Charles County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Charles County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Charles County Public Schools' FFY 2011 data demonstrating continued compliance.
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. [Compliance Indicator]	Charles County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Charles County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Charles County Public Schools' FFY 2011 data demonstrating continued compliance.

Charles County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: Effective General Supervision		
11. Percent of children who are evaluated within 60 days of receiving parental consent for initial evaluation or, if the State established a timeframe within which the evaluation must be conducted, within that timeframe. [Compliance Indicator]	Charles County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Charles County Public Schools' data met the State's target of 100% for this compliance indicator MSDE looks forward to Charles County Public Schools' FFY 2011 data maintaining 100% compliance
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. [Compliance Indicator]	Charles County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Charles County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Charles County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Charles County Public Schools' FFY 2010 data for this indicator is 96.0%. The State's target is 100%.	Charles County Public Schools' data did not meet the State's target of 100% for this compliance indicator. MSDE looks forward to Charles County Public Schools' FFY 2011 data demonstrating 100% compliance.
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. [Compliance Indicator]	Charles County Public Schools had no corrective actions due in FFY 2010.	Charles County Public Schools had no findings of noncompliance identified by MSDE that were due for correction in FFY 2010. MSDE requires all identified noncompliance to be corrected as soon as possible but in no case later than one year.

Charles County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. [Compliance Indicator]	Charles County Public Schools submitted required 618 data in a timely and accurate manner.	Charles County Public Schools' data did not meet the State's target for the timely and accurate submission of required 618 data and other data required by the State for FFY 2010. MSDE requires Charles County Public Schools' submission of required data to be timely and accurate.



Bernard J. Sadusky, Ed.D.
Interim State Superintendent of Schools

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

May 7, 2012

Dr. Henry V. Wagner, Jr.
Superintendent
Dorchester County Board of Education
700 Glasgow Street
Cambridge, MD 21613

Dear Dr. Wagner:

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). The OSEP annually reviews each state's SPP and Annual Performance Report (APR). Using the information obtained through review of the APR and other data sources, the 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 ongoing efforts to improve results for children and youth with disabilities. The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Federal Fiscal Year (FFY) 2010 [State Fiscal Year (SFY) 2011 (2010-2011 School Year)] Part B in early June 2012. In accordance with 34 CFR §300.606, if the OSEP identifies the MSDE as "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention," the MSDE is required to notify local school systems, public agencies, the media, and the public of this action.

Pursuant to 20 U.S.C. §1416(a)(1)(C)(i) and 34 C.F.R. §300.600, the MSDE is also required to make determinations annually on the performance of each local school system in the State using the categories in 34 C.F.R. §300.603(b)(1), use appropriate enforcement mechanisms, consistent with 34 C.F.R. §300.604, which must include, if applicable, the enforcement mechanisms identified in §300.604(a)(1) (technical assistance), (a)(3) (conditions on funding of a local school system), (b)(2)(i) (a corrective action plan or improvement plan), (b)(2)(v) (withholding funds, in whole or in part, by MSDE), and (c)(2) (withholding funds, in whole or in part, by MSDE). In accordance with 20 U.S.C. §1416(e) and 34 C.F.R. §300.603(b)(1), the MSDE also must use one of the following four categories to assign a determination to each local school system: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention."

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each local public agency's performance in meeting the State's targets for FFY 2010. Attached is a document entitled, "Part C and Part B Public Agency Determination," that lists the Part B Indicators considered in making determinations. The MSDE carefully considered all aspects of this process. Based on FFY 2010 data, as well as information obtained through monitoring and complaint investigations, the Dorchester County Public Schools (DCPS) has achieved the determination status of **"Meets Requirements."**

Maryland Public Schools: #1 in the Nation Four Years in a Row

Dr. Henry V. Wagner, Jr.
May 7, 2012
Page Two

To achieve the determination status of "Meets Requirements," the DCPS must have met or exceeded the State's targets on five performance indicators (1, 2, 5a, 5b, and 5c) or were not significantly below the target on LRE Indicators (5a, 5b, or 5c). In addition, the DCPS must have demonstrated compliance (100%) for at least five of the seven compliance indicators (4, 9, 10, 11, 12, 13, and 20), and had no corrective actions or corrected all previously identified findings of noncompliance within one year of identification (15).

Attached to this letter are copies of the following documents:

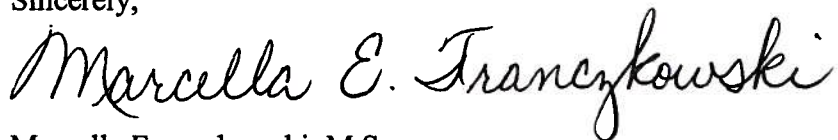
- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

The "Part B Local Determination Table" provides an analysis of the DCPS' data. 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 of local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. The MSDE will continue to provide technical assistance opportunities to improve performance under Part B of the IDEA.

Congratulations on your hard work and commitment to excellence. The MSDE is committed to supporting the efforts of the DCPS to improve results for students with disabilities and their families. If you have any questions, would like to discuss further, or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,



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

MF/DRR/ALP
Attachments

c: Bernard J. Sadusky
Angela McPeake Gebert
Branch/Section Chiefs

Dorchester County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: FAPE in the LRE		
1. Percent of youth with IEPs graduating from high school with a regular diploma. [Performance Indicator]	Dorchester County Public Schools' FFY 2010 data for this indicator is 61.76% for the 4 year cohort and 69.70% for the 5 year cohort. This is below the State's target of 87.75%.	Dorchester County Public Schools' data did not meet the State's target. MSDE looks forward to Dorchester County Public Schools' FFY 2011 data demonstrating improvement.
2. Percent of youth with IEPs dropping out of high school. [Performance Indicator]	Dorchester County Public Schools' FFY 2010 data for this indicator is <3.00%. This met the State's target of 3.27%.	Dorchester County Public Schools met the State's target for this indicator. MSDE looks forward to Dorchester County Public Schools' FFY 2011 data continuing to meet the State's target.
4A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. [Compliance Indicator]	Dorchester County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00 and for single event suspensions is 0.00 when compared to nondisabled peers. The State's target for both multiple and single event suspensions is 0.00 – 1.49.	Dorchester County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions. MSDE looks forward to Dorchester County Public Schools' FFY 2011 data continuing to meet the State's target.

Dorchester County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
4B. Percent of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. [Compliance Indicator]	Dorchester County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00, and for single event suspensions is 0.00, when compared by race or ethnicity. The State's target for both multiple and single event suspensions when compared by race or ethnicity is 0.00 – 1.49.	Dorchester County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions of greater than 10 days when compared by race or ethnicity. MSDE looks forward to Dorchester County Public Schools' FFY 2011 data continuing to meet the State's target.
5. (LRE) Percent of children with IEPs aged 6 through 21: A. Inside the regular class 80% or more of the day; B. Inside the regular class less than 40% of the day; or C. In separate schools, residential facilities, or homebound/hospital placements. [Performance Indicator]	A. Dorchester County Public Schools' FFY 2010 data for this indicator is 74.14%. This met the State's target of 62.11% for FFY 2010. B. Dorchester County Public Schools' FFY 2010 data for this indicator is 2.11%. This met the State's target of 15.61 % for FFY 2010. C. Dorchester County Public Schools' FFY 2010 data for this indicator is 1.05%. This met the State's target of 6.42% for FFY 2010.	Dorchester County Public Schools' data met the State's targets for Indicators 5A, 5B and 5C. MSDE looks forward to Dorchester County Public Schools' FFY 2011 data meeting each of the State's LRE targets.

Dorchester County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7A. Percent of preschool children with IEPs who demonstrate positive social-emotional skills (including social relationships). A.1. Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. A.2. Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	A.1. Dorchester County Public Schools' FFY 2010 data for this indicator was not reported. This did not meet the State's target of 66.3 % for FFY 2010. A.2. Dorchester County Public Schools' FFY 2010 data for this indicator was not reported. This did not meet the State's target of 71.5% for FFY 2010.	Dorchester County Public Schools did not meet the State's target for increasing the rate of growth for preschool children exiting the program (A.1); and, did not meet the State's target for preschool children functioning within age-expectations, by the time of exit (A.2). MSDE looks forward to Dorchester County Public Schools' FFY 2011 data meeting each of the State's preschool social-emotional targets.
7B. Percent of preschool children with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication and early literacy). B.1. Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. B.2. Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	B.1. Dorchester County Public Schools' FFY 2010 data for this indicator was not reported. This did not meet the State's target of 66.6 % for FFY 2010. B.2. Dorchester County Public Schools' FFY 2010 data for this indicator was not reported. This did not meet the State's target of 57.3% for FFY 2010.	Dorchester County Public Schools did not meet the State's target for increasing the rate of growth for preschool children exiting the program (B.1); and, did not meet the State's target for preschool children functioning within age-expectations by the time of exit (B.2). MSDE looks forward to Dorchester County Public Schools' FFY 2011 data meeting each of the State's preschool language/communication/ early literacy targets.

Dorchester County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7C: Percent of preschool children with IEPs who demonstrate improved use of appropriate behaviors to meet their needs. C.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. C.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	C.1. Dorchester County Public Schools' FFY 2010 data for this indicator was not reported. This did not meet the State's target of 61.7 % for FFY 2010. C.2. Dorchester County Public Schools' FFY 2010 data for this indicator was not reported. This did not meet the State's target of 64.2% for FFY 2010.	Dorchester County Public Schools did not meet the State's target for increasing the rate of growth for preschool children exiting the program (C.1); and, did not meet the State's target for preschool children functioning within age-expectations by the time of exit (C.2). MSDE looks forward to Dorchester County Public Schools' FFY 2011 data meeting each of the State's preschool behavioral targets.
Monitoring Priority: Disproportionate Representation		
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. [Compliance Indicator]	Dorchester County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Dorchester County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Dorchester County Public Schools' FFY 2011 data demonstrating continued compliance.
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. [Compliance Indicator]	Dorchester County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Dorchester County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Dorchester County Public Schools' FFY 2011 data demonstrating continued compliance.

Dorchester County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: Effective General Supervision		
11. Percent of children who are evaluated within 60 days of receiving parental consent for initial evaluation or, if the State established a timeframe within which the evaluation must be conducted, within that timeframe. [Compliance Indicator]	Dorchester County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Dorchester County Public Schools' data met the State's target of 100% for this compliance indicator MSDE looks forward to Dorchester County Public Schools' FFY 2011 data maintaining 100% compliance
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. [Compliance Indicator]	Dorchester County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Dorchester County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Dorchester County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Dorchester County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Dorchester County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Dorchester County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Dorchester County Public Schools had no corrective actions due in FFY 2010.	Dorchester County Public Schools had no findings of noncompliance identified by MSDE that were due for correction in FFY 2010. MSDE requires all identified noncompliance to be corrected as soon as possible but in no case later than one year.

Dorchester County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. [Compliance Indicator]	Dorchester County Public Schools submitted required 618 data in a timely and accurate manner.	Dorchester County Public Schools' data met the State's target for the timely and accurate submission of required 618 data and other data required by the State for FFY 2010. MSDE requires Dorchester County Public Schools' submission of required data to be timely and accurate.



Bernard J. Sadusky, Ed.D.
Interim State Superintendent of Schools

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

May 7, 2012

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

Dear Dr. Alban:

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). The OSEP annually reviews each state's SPP and Annual Performance Report (APR). Using the information obtained through review of the APR and other data sources, the 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 ongoing efforts to improve results for children and youth with disabilities. The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Federal Fiscal Year (FFY) 2010 [State Fiscal Year (SFY) 2011 (2010-2011 School Year)] Part B in early June 2012. In accordance with 34 CFR §300.606, if the OSEP identifies the MSDE as "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention," the MSDE is required to notify local school systems, public agencies, the media, and the public of this action.

Pursuant to 20 U.S.C. §1416(a)(1)(C)(i) and 34 C.F.R. §300.600, the MSDE is also required to make determinations annually on the performance of each local school system in the State using the categories in 34 C.F.R. §300.603(b)(1), use appropriate enforcement mechanisms, consistent with 34 C.F.R. §300.604, which must include, if applicable, the enforcement mechanisms identified in §300.604(a)(1) (technical assistance), (a)(3) (conditions on funding of a local school system), (b)(2)(i) (a corrective action plan or improvement plan), (b)(2)(v) (withholding funds, in whole or in part, by MSDE), and (c)(2) (withholding funds, in whole or in part, by MSDE). In accordance with 20 U.S.C. §1416(e) and 34 C.F.R. §300.603(b)(1), the MSDE also must use one of the following four categories to assign a determination to each local school system: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention."

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each local public agency's performance in meeting the State's targets for FFY 2010. Attached is a document entitled, "Part C and Part B Public Agency Determination," that lists the Part B Indicators considered in making determinations. The MSDE carefully considered all aspects of this process. Based on FFY 2010 data, as well as information obtained through monitoring and complaint investigations, the Frederick County Public Schools (FCPS) has achieved the determination status of "Meets Requirements."

Maryland Public Schools: #1 in the Nation Four Years in a Row

Dr. Theresa R. Alban
May 7, 2012
Page Two

To achieve the determination status of "Meets Requirements," the FCPS must have met or exceeded the State's targets on five performance indicators (1, 2, 5a, 5b, and 5c) or were not significantly below the target on LRE Indicators (5a, 5b, or 5c). In addition, the FCPS must have demonstrated compliance (100%) for at least five of the seven compliance indicators (4, 9, 10, 11, 12, 13, and 20), and had no corrective actions or corrected all previously identified findings of noncompliance within one year of identification (15).

Attached to this letter are copies of the following documents:

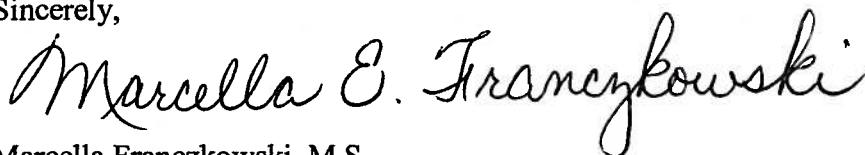
- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

The "Part B Local Determination Table" provides an analysis of the FCPS' data. 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 of local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. The MSDE will continue to provide technical assistance opportunities to improve performance under Part B of the IDEA.

Congratulations on your hard work and commitment to excellence. The MSDE is committed to supporting the efforts of the FCPS to improve results for students with disabilities and their families. If you have any questions, would like to discuss further, or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,



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

MF/DRR/ALP
Attachments

c: Bernard J. Sadusky
Daniel Martz
Branch/Section Chiefs

Frederick County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: FAPE in the LRE		
1. Percent of youth with IEPs graduating from high school with a regular diploma. [Performance Indicator]	Frederick County Public Schools' FFY 2010 data for this indicator is 68.53% for the 4 year cohort and 73.4% for the 5 year cohort. This is below the State's target of 87.75%.	Frederick County Public Schools' data did not meet the State's target. MSDE looks forward to Frederick County Public Schools' FFY 2011 data demonstrating improvement.
2. Percent of youth with IEPs dropping out of high school. [Performance Indicator]	Frederick County Public Schools' FFY 2010 data for this indicator is <3.00%. This met the State's target of 3.27%.	Frederick County Public Schools met the State's target for this indicator. MSDE looks forward to Frederick County Public Schools' FFY 2011 data continuing to meet the State's target.
4A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. [Compliance Indicator]	Frederick County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00 and for single event suspensions is 0.00 when compared to nondisabled peers. The State's target for both multiple and single event suspensions is 0.00 – 1.49.	Frederick County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions. MSDE looks forward to Frederick County Public Schools' FFY 2011 data continuing to meet the State's target.

Frederick County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
4B. Percent of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. [Compliance Indicator]	Frederick County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00, and for single event suspensions is 0.00, when compared by race or ethnicity. The State's target for both multiple and single event suspensions when compared by race or ethnicity is 0.00 – 1.49.	Frederick County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions of greater than 10 days when compared by race or ethnicity. MSDE looks forward to Frederick County Public Schools' FFY 2011 data continuing to meet the State's target.
5. (LRE) Percent of children with IEPs aged 6 through 21: A. Inside the regular class 80% or more of the day; B. Inside the regular class less than 40% of the day; or C. In separate schools, residential facilities, or homebound/hospital placements. [Performance Indicator]	A. Frederick County Public Schools' FFY 2010 data for this indicator is 79.28%. This met the State's target of 62.11% for FFY 2010. B. Frederick County Public Schools' FFY 2010 data for this indicator is 6.08%. This met the State's target of 15.61 % for FFY 2010. C. Frederick County Public Schools' FFY 2010 data for this indicator is 4.53%. This met the State's target of 6.42% for FFY 2010.	Frederick County Public Schools' data met the State's targets for Indicators 5A, 5B and 5C. MSDE looks forward to Frederick County Public Schools' FFY 2011 data meeting each of the State's LRE targets.

Frederick County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7A. Percent of preschool children with IEPs who demonstrate positive social-emotional skills (including social relationships). A.1. Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. A.2. Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	A.1. Frederick County Public Schools' FFY 2010 data for this indicator is 73.1%. This met the State's target of 66.3 % for FFY 2010. A.2. Frederick County Public Schools' FFY 2010 data for this indicator is 75.5%. This met the State's target of 71.5% for FFY 2010.	Frederick County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (A.1); and, met the State's target for preschool children functioning within age-expectations, by the time of exit (A.2). MSDE looks forward to Frederick County Public Schools' FFY 2011 data exceeding each of the State's preschool social-emotional targets.
7B. Percent of preschool children with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication and early literacy). B.1. Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. B.2. Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	B.1. Frederick County Public Schools' FFY 2010 data for this indicator is 74.8%. This met the State's target of 66.6 % for FFY 2010. B.2. Frederick County Public Schools' FFY 2010 data for this indicator is 64.2%. This met the State's target of 57.3% for FFY 2010.	Frederick County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (B.1); and, met the State's target for preschool children functioning within age-expectations by the time of exit (B.2). MSDE looks forward to Frederick County Public Schools' FFY 2011 data exceeding each of the State's preschool language/communication/ early literacy targets.

Frederick County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7C: Percent of preschool children with IEPs who demonstrate improved use of appropriate behaviors to meet their needs. C.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. C.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	C.1. Frederick County Public Schools' FFY 2010 data for this indicator is 67.1%. This met the State's target of 61.7 % for FFY 2010. C.2. Frederick County Public Schools' FFY 2010 data for this indicator is 71.7%. This met the State's target of 64.2% for FFY 2010.	Frederick County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (C.1); and, met the State's target for preschool children functioning within age-expectations by the time of exit (C.2). MSDE looks forward to Frederick County Public Schools' FFY 2011 data exceeding each of the State's preschool behavioral targets.
Monitoring Priority: Disproportionate Representation		
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. [Compliance Indicator]	Frederick County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Frederick County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Frederick County Public Schools' FFY 2011 data demonstrating continued compliance.
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. [Compliance Indicator]	Frederick County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Frederick County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Frederick County Public Schools' FFY 2011 data demonstrating continued compliance.

Frederick County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: Effective General Supervision		
11. Percent of children who are evaluated within 60 days of receiving parental consent for initial evaluation or, if the State established a timeframe within which the evaluation must be conducted, within that timeframe. [Compliance Indicator]	Frederick County Public Schools' FFY 2010 data for this indicator is 99.88%. The State's target is 100%.	Frederick County Public Schools' data did not meet the State's target of 100% for this compliance indicator MSDE looks forward to Frederick County Public Schools' FFY 2011 data demonstrating 100% compliance
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. [Compliance Indicator]	Frederick County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Frederick County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Frederick County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Frederick County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Frederick County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Frederick County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Frederick County Public Schools had 3 corrective actions due in FFY 2010.	Frederick County Public Schools had 3 findings of noncompliance identified by MSDE that were due for correction in FFY 2010. Three findings were corrected within timelines. MSDE requires all identified noncompliance to be corrected as soon as possible but in no case later than one year.

Frederick County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. [Compliance Indicator]	Frederick County Public Schools submitted required 618 data in a timely and accurate manner.	Frederick County Public Schools' data met the State's target for the timely and accurate submission of required 618 data and other data required by the State for FFY 2010. MSDE requires Frederick County Public Schools' submission of required data to be timely and accurate.



Bernard J. Sadusky, Ed.D.
Interim State Superintendent of Schools

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

May 7, 2012

Mrs. Sue Waggoner
Interim Superintendent
Garrett County Board of Education
40 South Second Street
Oakland, MD 21550

Dear Mrs. Waggoner:

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). The OSEP annually reviews each state's SPP and Annual Performance Report (APR). Using the information obtained through review of the APR and other data sources, the 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 ongoing efforts to improve results for children and youth with disabilities. The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Federal Fiscal Year (FFY) 2010 [State Fiscal Year (SFY) 2011 (2010-2011 School Year)] Part B in early June 2012. In accordance with 34 CFR §300.606, if the OSEP identifies the MSDE as "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention," the MSDE is required to notify local school systems, public agencies, the media, and the public of this action.

Pursuant to 20 U.S.C. §1416(a)(1)(C)(i) and 34 C.F.R. §300.600, the MSDE is also required to make determinations annually on the performance of each local school system in the State using the categories in 34 C.F.R. §300.603(b)(1), use appropriate enforcement mechanisms, consistent with 34 C.F.R. §300.604, which must include, if applicable, the enforcement mechanisms identified in §300.604(a)(1) (technical assistance), (a)(3) (conditions on funding of a local school system), (b)(2)(i) (a corrective action plan or improvement plan), (b)(2)(v) (withholding funds, in whole or in part, by MSDE), and (c)(2) (withholding funds, in whole or in part, by MSDE). In accordance with 20 U.S.C. §1416(e) and 34 C.F.R. §300.603(b)(1), the MSDE also must use one of the following four categories to assign a determination to each local school system: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention."

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each local public agency's performance in meeting the State's targets for FFY 2010. Attached is a document entitled, "Part C and Part B Public Agency Determination," that lists the Part B Indicators considered in making determinations. The MSDE carefully considered all aspects of this process. Based on FFY 2010 data, as well as information obtained through monitoring and complaint investigations, the Garrett County Public Schools (GCPS) has achieved the determination status of **"Meets Requirements."**

Marvland Public Schools: #1 in the Nation Four Years in a Row

Mrs. Sue Waggoner
May 7, 2012
Page Two

To achieve the determination status of "Meets Requirements," the GCPS must have met or exceeded the State's targets on five performance indicators (1, 2, 5a, 5b, and 5c) or were not significantly below the target on LRE Indicators (5a, 5b, or 5c). In addition, the GCPS must have demonstrated compliance (100%) for at least five of the seven compliance indicators (4, 9, 10, 11, 12, 13, and 20), and had no corrective actions or corrected all previously identified findings of noncompliance within one year of identification (15).

Attached to this letter are copies of the following documents:

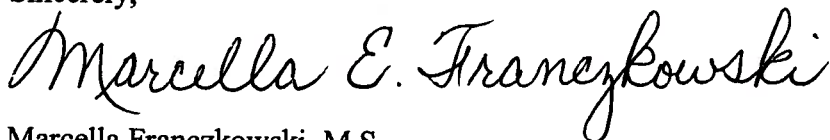
- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

The "Part B Local Determination Table" provides an analysis of the GCPS' data. 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 of local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. The MSDE will continue to provide technical assistance opportunities to improve performance under Part B of the IDEA.

Congratulations on your hard work and commitment to excellence. The MSDE is committed to supporting the efforts of the GCPS to improve results for students with disabilities and their families. If you have any questions, would like to discuss further, or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,



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

MF/DRR/ALP
Attachments

c: Bernard J. Sadusky
Jennifer Kotulak
Branch/Section Chiefs

Garrett County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: FAPE in the LRE		
1. Percent of youth with IEPs graduating from high school with a regular diploma. [Performance Indicator]	Garrett County Public Schools' FFY 2010 data for this indicator is 70.4% for the 4 year cohort and 74.4% for the 5 year cohort. This is below the State's target of 87.75%.	Garrett County Public Schools' data did not meet the State's target. MSDE looks forward to Garrett County Public Schools' FFY 2011 data demonstrating improvement.
2. Percent of youth with IEPs dropping out of high school. [Performance Indicator]	Garrett County Public Schools' FFY 2010 data for this indicator is <3.00%. This met the State's target of 3.27%.	Garrett County Public Schools met the State's target for this indicator. MSDE looks forward to Garrett County Public Schools' FFY 2011 data continuing to meet the State's target.
4A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. [Compliance Indicator]	Garrett County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00 and for single event suspensions is 0.00 when compared to nondisabled peers. The State's target for both multiple and single event suspensions is 0.00 – 1.49.	Garrett County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions. MSDE looks forward to Garrett County Public Schools' FFY 2011 data continuing to meet the State's target.

Garrett County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
4B. Percent of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. [Compliance Indicator]	Garrett County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00, and for single event suspensions is 0.00, when compared by race or ethnicity. The State's target for both multiple and single event suspensions when compared by race or ethnicity is 0.00 – 1.49.	Garrett County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions of greater than 10 days when compared by race or ethnicity. MSDE looks forward to Garrett County Public Schools' FFY 2011 data continuing to meet the State's target.
5. (LRE) Percent of children with IEPs aged 6 through 21: A. Inside the regular class 80% or more of the day; B. Inside the regular class less than 40% of the day; or C. In separate schools, residential facilities, or homebound/hospital placements. [Performance Indicator]	A. Garrett County Public Schools' FFY 2010 data for this indicator is 76.80%. This met the State's target of 62.11% for FFY 2010. B. Garrett County Public Schools' FFY 2010 data for this indicator is 9.74%. This met the State's target of 15.61 % for FFY 2010. C. Garrett County Public Schools' FFY 2010 data for this indicator is 3.25%. This met the State's target of 6.42% for FFY 2010.	Garrett County Public Schools' data met the State's targets for Indicators 5A, 5B and 5C. MSDE looks forward to Garrett County Public Schools' FFY 2011 data continuing to meet each of the State's LRE targets.

Garrett County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7A. Percent of preschool children with IEPs who demonstrate positive social-emotional skills (including social relationships). A.1. Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. A.2. Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	A.1. Garrett County Public Schools' FFY 2010 data for this indicator is 81.8%. This met the State's target of 66.3 % for FFY 2010. A.2. Garrett County Public Schools' FFY 2010 data for this indicator is 83.3%. This met the State's target of 71.5% for FFY 2010.	Garrett County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (A.1); and, met the State's target for preschool children functioning within age-expectations, by the time of exit (A.2). MSDE looks forward to Garrett County Public Schools' FFY 2011 data exceeding each of the State's preschool social-emotional targets.
7B. Percent of preschool children with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication and early literacy). B.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. B.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	B.1. Garrett County Public Schools' FFY 2010 data for this indicator is 87.5%. This met the State's target of 66.6 % for FFY 2010. B.2. Garrett County Public Schools' FFY 2010 data for this indicator is 77.8%. This met the State's target of 57.3% for FFY 2010.	Garrett County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (B.1); and, met the State's target for preschool children functioning within age-expectations by the time of exit (B.2). MSDE looks forward to Garrett County Public Schools' FFY 2011 data exceeding each of the State's preschool language/communication/ early literacy targets.

Garrett County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7C: Percent of preschool children with IEPs who demonstrate improved use of appropriate behaviors to meet their needs. C.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. C.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	C.1. Garrett County Public Schools' FFY 2010 data for this indicator is 75.0%. This met the State's target of 61.7 % for FFY 2010. C.2. Garrett County Public Schools' FFY 2010 data for this indicator is 77.78%. This met the State's target of 64.2% for FFY 2010.	Garrett County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (C.1); and, met the State's target for preschool children functioning within age-expectations by the time of exit (C.2). MSDE looks forward to Garrett County Public Schools' FFY 2011 data exceeding each of the State's preschool behavioral targets.
Monitoring Priority: Disproportionate Representation		
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. [Compliance Indicator]	Garrett County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Garrett County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Garrett County Public Schools' FFY 2011 data demonstrating continued compliance.
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. [Compliance Indicator]	Garrett County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Garrett County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Garrett County Public Schools' FFY 2011 data demonstrating continued compliance.

Garrett County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: Effective General Supervision		
11. Percent of children who are evaluated within 60 days of receiving parental consent for initial evaluation or, if the State established a timeframe within which the evaluation must be conducted, within that timeframe. [Compliance Indicator]	Garrett County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Garrett County Public Schools' data met the State's target of 100% for this compliance indicator MSDE looks forward to Garrett County Public Schools' FFY 2011 data maintaining 100% compliance
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. [Compliance Indicator]	Garrett County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Garrett County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Garrett County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Garrett County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Garrett County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Garrett County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Garrett County Public Schools had no corrective actions due in FFY 2010.	Garrett County Public Schools had no findings of noncompliance identified by MSDE that were due for correction in FFY 2010. . MSDE requires all identified noncompliance to be corrected as soon as possible but in no case later than one year.

Garrett County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. [Compliance Indicator]	Garrett County Public Schools submitted required 618 data in a timely and accurate manner.	Garrett County Public Schools' data met the State's target for the timely and accurate submission of required 618 data and other data required by the State for FFY 2010. MSDE requires Garrett County Public Schools' submission of required data to be timely and accurate.



Bernard J. Sadusky, Ed.D.
Interim State Superintendent of Schools

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

May 7, 2012

Dr. Robert M. Tomback
Superintendent
Harford County Public Schools
102 South Hickory Avenue
Bel Air, MD 21014-3731

Dear Dr. Tomback:

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). The OSEP annually reviews each state's SPP and Annual Performance Report (APR). Using the information obtained through review of the APR and other data sources, the 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 ongoing efforts to improve results for children and youth with disabilities. The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Federal Fiscal Year (FFY) 2010 [State Fiscal Year (SFY) 2011 (2010-2011 School Year)] Part B in early June 2012. In accordance with 34 CFR §300.606, if the OSEP identifies the MSDE as "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention," the MSDE is required to notify local school systems, public agencies, the media, and the public of this action.

Pursuant to 20 U.S.C. §1416(a)(1)(C)(i) and 34 C.F.R. §300.600, the MSDE is also required to make determinations annually on the performance of each local school system in the State using the categories in 34 C.F.R. §300.603(b)(1), use appropriate enforcement mechanisms, consistent with 34 C.F.R. §300.604, which must include, if applicable, the enforcement mechanisms identified in §300.604(a)(1) (technical assistance), (a)(3) (conditions on funding of a local school system), (b)(2)(i) (a corrective action plan or improvement plan), (b)(2)(v) (withholding funds, in whole or in part, by MSDE), and (c)(2) (withholding funds, in whole or in part, by MSDE). In accordance with 20 U.S.C. §1416(e) and 34 C.F.R. §300.603(b)(1), the MSDE also must use one of the following four categories to assign a determination to each local school system: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention."

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each local public agency's performance in meeting the State's targets for FFY 2010. Attached is a document entitled, "Part C and Part B Public Agency Determination," that lists the Part B Indicators considered in making determinations. The MSDE carefully considered all aspects of this process. Based on FFY 2010 data, as well as information obtained through monitoring and complaint investigations, the Harford County Public Schools (HCPS) has achieved the determination status of **"Meets Requirements."**

Maryland Public Schools: #1 in the Nation Four Years in a Row

Dr. Robert M. Tomback
May 7, 2012
Page Two

To achieve the determination status of "Meets Requirements," the HCPS must have met or exceeded the State's targets on five performance indicators (1, 2, 5a, 5b, and 5c) or were not significantly below the target on LRE Indicators (5a, 5b, or 5c). In addition, the HCPS must have demonstrated compliance (100%) for at least five of the seven compliance indicators (4, 9, 10, 11, 12, 13, and 20), and had no corrective actions or corrected all previously identified findings of noncompliance within one year of identification (15).

Attached to this letter are copies of the following documents:

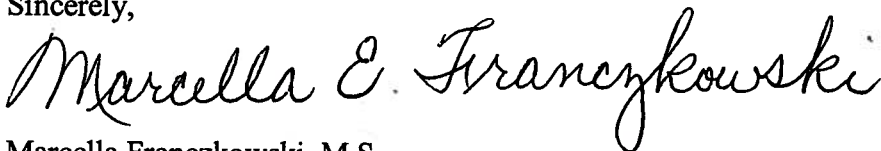
- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

The "Part B Local Determination Table" provides an analysis of the HCPS' data. 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 of local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. The MSDE will continue to provide technical assistance opportunities to improve performance under Part B of the IDEA.

Congratulations on your hard work and commitment to excellence. The MSDE is committed to supporting the efforts of the HCPS to improve results for students with disabilities and their families. If you have any questions, would like to discuss further, or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,



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

MF/DRR/ALP
Attachments

c: Bernard J. Sadusky
Ann-Marie Spakowski
Branch/Section Chiefs

Harford County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: FAPE in the LRE		
1. Percent of youth with IEPs graduating from high school with a regular diploma. [Performance Indicator]	Harford County Public Schools' FFY 2010 data for this indicator is 57.01% for the 4 year cohort and 62.89% for the 5 year cohort. This is below the State's target of 87.75%.	Harford County Public Schools' data did not meet the State's target. MSDE looks forward to Harford County Public Schools' FFY 2011 data demonstrating improvement.
2. Percent of youth with IEPs dropping out of high school. [Performance Indicator]	Harford County Public Schools' FFY 2010 data for this indicator is 4.48%. This did not meet the State's target of 3.27%.	Harford County Public Schools did not meet the State's target for this indicator. MSDE looks forward to Harford County Public Schools' FFY 2011 data demonstrating improvement.
4A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. [Compliance Indicator]	Harford County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00 and for single event suspensions is 0.00 when compared to nondisabled peers. The State's target for both multiple and single event suspensions is 0.00 – 1.49.	Harford County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions. MSDE looks forward to Harford County Public Schools' FFY 2011 data continuing to meet the State's target.

Harford County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
4B. Percent of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. [Compliance Indicator]	Harford County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00, and for single event suspensions is 0.00, when compared by race or ethnicity. The State's target for both multiple and single event suspensions when compared by race or ethnicity is 0.00 – 1.49.	Harford County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions of greater than 10 days when compared by race or ethnicity. MSDE looks forward to Harford County Public Schools' FFY 2011 data continuing to meet the State's target.
5. (LRE) Percent of children with IEPs aged 6 through 21: A. Inside the regular class 80% or more of the day; B. Inside the regular class less than 40% of the day; or C. In separate schools, residential facilities, or homebound/hospital placements. [Performance Indicator]	A. Harford County Public Schools' FFY 2010 data for this indicator is 83.90%. This met the State's target of 62.11% for FFY 2010. B. Harford County Public Schools' FFY 2010 data for this indicator is 3.03%. This met the State's target of 15.61 % for FFY 2010. C. Harford County Public Schools' FFY 2010 data for this indicator is 6.67%. This met the State's target of 6.42% for FFY 2010.	Harford County Public Schools' data met the State's targets for Indicators 5A, 5B and 5C. MSDE looks forward to Harford County Public Schools' FFY 2011 data continuing to meet each of the State's LRE targets.

Harford County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7A. Percent of preschool children with IEPs who demonstrate positive social-emotional skills (including social relationships). A.1. Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. A.2. Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	A.1. Harford County Public Schools' FFY 2010 data for this indicator is 44.4%. This did not meet the State's target of 66.3 % for FFY 2010. A.2. Harford County Public Schools' FFY 2010 data for this indicator is 57.8%. This did not meet the State's target of 71.5% for FFY 2010.	Harford County Public Schools did not meet the State's target for increasing the rate of growth for preschool children exiting the program (A.1); and, did not meet the State's target for preschool children functioning within age-expectations, by the time of exit (A.2). MSDE looks forward to Harford County Public Schools' FFY 2011 data meeting each of the State's preschool social-emotional targets.
7B. Percent of preschool children with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication and early literacy). B.1. Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. B.2. Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	B.1. Harford County Public Schools' FFY 2010 data for this indicator is 33.3%. This did not meet the State's target of 66.6% for FFY 2010. B.2. Harford County Public Schools' FFY 2010 data for this indicator is 42.1%. This did not meet the State's target of 57.3% for FFY 2010.	Harford County Public Schools did not meet the State's target for increasing the rate of growth for preschool children exiting the program (B.1); and, did not meet the State's target for preschool children functioning within age-expectations by the time of exit (B.2). MSDE looks forward to Harford County Public Schools' FFY 2011 data meeting each of the State's preschool language/communication/ early literacy targets.

Harford County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7C: Percent of preschool children with IEPs who demonstrate improved use of appropriate behaviors to meet their needs. C.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. C.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	C.1. Harford County Public Schools' FFY 2010 data for this indicator is 28.6%. This did not meet the State's target of 61.7% for FFY 2010. C.2. Harford County Public Schools' FFY 2010 data for this indicator is 48.4%. This did not meet the State's target of 64.2% for FFY 2010.	Harford County Public Schools did not meet the State's target for increasing the rate of growth for preschool children exiting the program (C.1); and, did not meet the State's target for preschool children functioning within age-expectations by the time of exit (C.2). MSDE looks forward to Harford County Public Schools' FFY 2011 data meeting each of the State's preschool behavioral targets.
Monitoring Priority: Disproportionate Representation		
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. [Compliance Indicator]	Harford County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Harford County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Harford County Public Schools' FFY 2011 data demonstrating continued compliance.
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. [Compliance Indicator]	Harford County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Harford County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Harford County Public Schools' FFY 2011 data demonstrating continued compliance.

Harford County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: Effective General Supervision		
11. Percent of children who are evaluated within 60 days of receiving parental consent for initial evaluation or, if the State established a timeframe within which the evaluation must be conducted, within that timeframe. [Compliance Indicator]	Harford County Public Schools' FFY 2010 data for this indicator is 99.37%. The State's target is 100%.	Harford County Public Schools' data did not meet the State's target of 100% for this compliance indicator MSDE looks forward to Harford County Public Schools' FFY 2011 data demonstrating 100% compliance
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. [Compliance Indicator]	Harford County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Harford County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Harford County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Harford County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Harford County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Harford County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Harford County Public Schools had 6 corrective actions due in FFY 2010.	Harford County Public Schools had 6 findings of noncompliance identified by MSDE that were due for correction in FFY 2010. Six findings were corrected within timelines. MSDE requires all identified noncompliance to be corrected as soon as possible but in no case later than one year.

Harford County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. [Compliance Indicator]	Harford County Public Schools submitted required 618 data in a timely and accurate manner.	Harford County Public Schools' data met the State's target for the timely and accurate submission of required 618 data and other data required by the State for FFY 2010. MSDE requires Harford County Public Schools' submission of required data to be timely and accurate.



Bernard J. Sadusky, Ed.D.
Interim State Superintendent of Schools

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

May 7, 2012

Dr. Sydney L. Cousin
Superintendent
Howard County Public Schools
10910 Route 108
Ellicott City, MD 21042

Dear Dr. Cousin:

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). The OSEP annually reviews each state's SPP and Annual Performance Report (APR). Using the information obtained through review of the APR and other data sources, the 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 ongoing efforts to improve results for children and youth with disabilities. The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Federal Fiscal Year (FFY) 2010 [State Fiscal Year (SFY) 2011 (2010-2011 School Year)] Part B in early June 2012. In accordance with 34 CFR §300.606, if the OSEP identifies the MSDE as "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention," the MSDE is required to notify local school systems, public agencies, the media, and the public of this action.

Pursuant to 20 U.S.C. §1416(a)(1)(C)(i) and 34 C.F.R. §300.600, the MSDE is also required to make determinations annually on the performance of each local school system in the State using the categories in 34 C.F.R. §300.603(b)(1), use appropriate enforcement mechanisms, consistent with 34 C.F.R. §300.604, which must include, if applicable, the enforcement mechanisms identified in §300.604(a)(1) (technical assistance), (a)(3) (conditions on funding of a local school system), (b)(2)(i) (a corrective action plan or improvement plan), (b)(2)(v) (withholding funds, in whole or in part, by MSDE), and (c)(2) (withholding funds, in whole or in part, by MSDE). In accordance with 20 U.S.C. §1416(e) and 34 C.F.R. §300.603(b)(1), the MSDE also must use one of the following four categories to assign a determination to each local school system: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention."

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each local public agency's performance in meeting the State's targets for FFY 2010. Attached is a document entitled, "Part C and Part B Public Agency Determination," that lists the Part B Indicators considered in making determinations. The MSDE carefully considered all aspects of this process. Based on FFY 2010 data, as well as information obtained through monitoring and complaint investigations, the Howard County Public Schools (HCPSS) has achieved the determination status of **"Meets Requirements."**

Maryland Public Schools: #1 in the Nation Four Years in a Row

Dr. Sydney L. Cousin
May 7, 2012
Page Two

To achieve the determination status of "Meets Requirements," the HCPSS must have met or exceeded the State's targets on five performance indicators (1, 2, 5a, 5b, and 5c) or were not significantly below the target on LRE Indicators (5a, 5b, or 5c). In addition, the HCPSS must have demonstrated compliance (100%) for at least five of the seven compliance indicators (4, 9, 10, 11, 12, 13, and 20), and had no corrective actions or corrected all previously identified findings of noncompliance within one year of identification (15).

Attached to this letter are copies of the following documents:

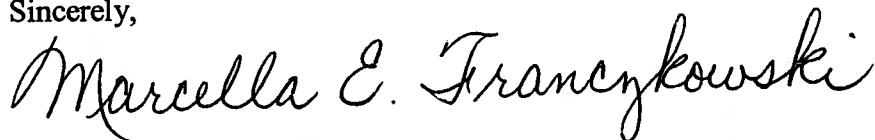
- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

The "Part B Local Determination Table" provides an analysis of the HCPSS' data. 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 of local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. The MSDE will continue to provide technical assistance opportunities to improve performance under Part B of the IDEA.

Congratulations on your hard work and commitment to excellence. The MSDE is committed to supporting the efforts of the HCPSS to improve results for students with disabilities and their families. If you have any questions, would like to discuss further, or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,



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

MF/DRR/ALP
Attachments

c: Bernard J. Sadusky
Patricia Daley
Branch/Section Chiefs

Howard County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: FAPE in the LRE		
1. Percent of youth with IEPs graduating from high school with a regular diploma. [Performance Indicator]	Howard County Public Schools' FFY 2010 data for this indicator is 62.24% for the 4 year cohort and 67.46% for the 5 year cohort. This is below the State's target of 87.75%.	Howard County Public Schools' data did not meet the State's target. MSDE looks forward to Howard County Public Schools' FFY 2011 data demonstrating improvement.
2. Percent of youth with IEPs dropping out of high school. [Performance Indicator]	Howard County Public Schools' FFY 2010 data for this indicator is 4.40%. This did not meet the State's target of 3.27%.	Howard County Public Schools did not meet the State's target for this indicator. MSDE looks forward to Howard County Public Schools' FFY 2011 data demonstrating improvement.
4A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. [Compliance Indicator]	Howard County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00 and for single event suspensions is 0.00 when compared to nondisabled peers. The State's target for both multiple and single event suspensions is 0.00 – 1.49.	Howard County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions. MSDE looks forward to Howard County Public Schools' FFY 2011 data continuing to meet the State's target.

Howard County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
4B. Percent of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. [Compliance Indicator]	Howard County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00, and for single event suspensions is 0.00, when compared by race or ethnicity. The State's target for both multiple and single event suspensions when compared by race or ethnicity is 0.00 – 1.49.	Howard County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions of greater than 10 days when compared by race or ethnicity. MSDE looks forward to Howard County Public Schools' FFY 2011 data continuing to meet the State's target.
5. (LRE) Percent of children with IEPs aged 6 through 21: A. Inside the regular class 80% or more of the day; B. Inside the regular class less than 40% of the day; or C. In separate schools, residential facilities, or homebound/hospital placements. [Performance Indicator]	A. Howard County Public Schools' FFY 2010 data for this indicator is 78.72%. This met the State's target of 62.11% for FFY 2010. B. Howard County Public Schools' FFY 2010 data for this indicator is 4.02%. This met the State's target of 15.61 % for FFY 2010. C. Howard County Public Schools' FFY 2010 data for this indicator is 5.05%. This met the State's target of 6.42% for FFY 2010.	Howard County Public Schools' data met the State's targets for Indicators 5A, 5B and 5C. MSDE looks forward to Howard County Public Schools' FFY 2011 data continuing to meet each of the State's LRE targets.

Howard County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7A. Percent of preschool children with IEPs who demonstrate positive social-emotional skills (including social relationships). A.1. Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. A.2. Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	A.1. Howard County Public Schools' FFY 2010 data for this indicator is 79.7%. This met the State's target of 66.3 % for FFY 2010. A.2. Howard County Public Schools' FFY 2010 data for this indicator is 70.2%. This did not meet the State's target of 71.5% for FFY 2010.	Howard County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (A.1); and, did not meet the State's target for preschool children functioning within age-expectations, by the time of exit (A.2). MSDE looks forward to Howard County Public Schools' FFY 2011 data meeting each of the State's preschool social-emotional targets.
7B. Percent of preschool children with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication and early literacy). B.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. B.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	B.1. Howard County Public Schools' FFY 2010 data for this indicator is 75.0%. This met the State's target of 66.6 % for FFY 2010. B.2. Howard County Public Schools' FFY 2010 data for this indicator is 59.5%. This met the State's target of 57.3% for FFY 2010.	Howard County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (B.1); and, met the State's target for preschool children functioning within age-expectations by the time of exit (B.2). MSDE looks forward to Howard County Public Schools' FFY 2011 data exceeding each of the State's preschool language/communication/ early literacy targets.

Howard County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7C: Percent of preschool children with IEPs who demonstrate improved use of appropriate behaviors to meet their needs. C.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. C.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	C.1. Howard County Public Schools' FFY 2010 data for this indicator is 70.3%. This met the State's target of 61.7 % for FFY 2010. C.2. Howard County Public Schools' FFY 2010 data for this indicator is 61.9%. This did not meet the State's target of 64.2% for FFY 2010.	Howard County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (C.1); and, did not meet the State's target for preschool children functioning within age-expectations by the time of exit (C.2). MSDE looks forward to Howard County Public Schools' FFY 2011 data meeting each of the State's preschool behavioral targets.
Monitoring Priority: Disproportionate Representation		
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. [Compliance Indicator]	Howard County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Howard County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Howard County Public Schools' FFY 2011 data demonstrating continued compliance.
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. [Compliance Indicator]	Howard County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Howard County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Howard County Public Schools' FFY 2011 data demonstrating continued compliance.

Howard County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: Effective General Supervision		
11. Percent of children who are evaluated within 60 days of receiving parental consent for initial evaluation or, if the State established a timeframe within which the evaluation must be conducted, within that timeframe. [Compliance Indicator]	Howard County Public Schools' FFY 2010 data for this indicator is 99.41%. The State's target is 100%.	Howard County Public Schools' data did not meet the State's target of 100% for this compliance indicator MSDE looks forward to Howard County Public Schools' FFY 2011 data demonstrating 100% compliance
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. [Compliance Indicator]	Howard County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Howard County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Howard County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Howard County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Howard County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Howard County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Howard County Public Schools had 4 corrective actions due in FFY 2010.	Howard County Public Schools had 4 findings of noncompliance identified by MSDE that were due for correction in FFY 2010. Four findings were corrected within timelines. MSDE requires all identified noncompliance to be corrected as soon as possible but in no case later than one year.

Howard County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. [Compliance Indicator]	Howard County Public Schools submitted required 618 data in a timely and accurate manner.	Howard County Public Schools' data met the State's target for the timely and accurate submission of required 618 data and other data required by the State for FFY 2010. MSDE requires Howard County Public Schools' submission of required data to be timely and accurate.

May 7, 2012

Dr. A. Barbara Wheeler
Superintendent
Kent County Public Schools
5608 Boundary Avenue
Rock Hall, MD 21661

Dear Dr. Wheeler:

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). The OSEP annually reviews each state's SPP and Annual Performance Report (APR). Using the information obtained through review of the APR and other data sources, the 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 ongoing efforts to improve results for children and youth with disabilities. The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Federal Fiscal Year (FFY) 2010 [State Fiscal Year (SFY) 2011 (2010-2011 School Year)] Part B in early June 2012. In accordance with 34 CFR §300.606, if the OSEP identifies the MSDE as "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention," the MSDE is required to notify local school systems, public agencies, the media, and the public of this action.

Pursuant to 20 U.S.C. §1416(a)(1)(C)(i) and 34 C.F.R. §300.600, the MSDE is also required to make determinations annually on the performance of each local school system in the State using the categories in 34 C.F.R. §300.603(b)(1), use appropriate enforcement mechanisms, consistent with 34 C.F.R. §300.604, which must include, if applicable, the enforcement mechanisms identified in §300.604(a)(1) (technical assistance), (a)(3) (conditions on funding of a local school system), (b)(2)(i) (a corrective action plan or improvement plan), (b)(2)(v) (withholding funds, in whole or in part, by MSDE), and (c)(2) (withholding funds, in whole or in part, by MSDE). In accordance with 20 U.S.C. §1416(e) and 34 C.F.R. §300.603(b)(1), the MSDE also must use one of the following four categories to assign a determination to each local school system: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention."

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each local public agency's performance in meeting the State's targets for FFY 2010. Attached is a document entitled, "Part C and Part B Public Agency Determination," that lists the Part B Indicators considered in making determinations. The MSDE carefully considered all aspects of this process. Based on FFY 2010 data, as well as information obtained through monitoring and complaint investigations, the Kent County Public Schools (KCPS) has achieved the determination status of **"Meets Requirements."**

Dr. A. Barbara Wheeler
May 7, 2012
Page Two

To achieve the determination status of "Meets Requirements," the KCPS must have met or exceeded the State's targets on five performance indicators (1, 2, 5a, 5b, and 5c) or were not significantly below the target on LRE Indicators (5a, 5b, or 5c). In addition, the KCPS must have demonstrated compliance (100%) for at least five of the seven compliance indicators (4, 9, 10, 11, 12, 13, and 20), and had no corrective actions or corrected all previously identified findings of noncompliance within one year of identification (15).

Attached to this letter are copies of the following documents:

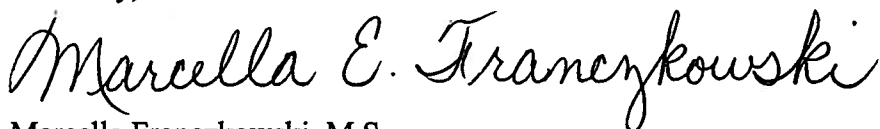
- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

The "Part B Local Determination Table" provides an analysis of the KCPS' data. 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 of local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. The MSDE will continue to provide technical assistance opportunities to improve performance under Part B of the IDEA.

Congratulations on your hard work and commitment to excellence. The MSDE is committed to supporting the efforts of the KCPS to improve results for students with disabilities and their families. If you have any questions, would like to discuss further, or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,



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

MF/DRR/ALP
Attachments

c: Bernard J. Sadusky
Laura Cochran
Branch/Section Chiefs

Kent County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: FAPE in the LRE		
1. Percent of youth with IEPs graduating from high school with a regular diploma. [Performance Indicator]	Kent County Public Schools' FFY 2010 data for this indicator is 59.09% for the 4 year cohort and 72.73% for the 5 year cohort. This is below the State's target of 87.75%.	Kent County Public Schools' data did not meet the State's target. MSDE looks forward to Kent County Public Schools' FFY 2011 data demonstrating improvement.
2. Percent of youth with IEPs dropping out of high school. [Performance Indicator]	Kent County Public Schools' FFY 2010 data for this indicator is <3.00%. This met the State's target of 3.27%.	Kent County Public Schools met the State's target for this indicator. MSDE looks forward to Kent County Public Schools' FFY 2011 data continuing to meet the State's target.
4A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. [Compliance Indicator]	Kent County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00 and for single event suspensions is 0.00 when compared to nondisabled peers. The State's target for both multiple and single event suspensions is 0.00 – 1.49.	Kent County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions. MSDE looks forward to Kent County Public Schools' FFY 2011 data continuing to meet the State's target.

Kent County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
4B. Percent of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. [Compliance Indicator]	Kent County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00, and for single event suspensions is 0.00, when compared by race or ethnicity. The State's target for both multiple and single event suspensions when compared by race or ethnicity is 0.00 – 1.49.	Kent County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions of greater than 10 days when compared by race or ethnicity. MSDE looks forward to Kent County Public Schools' FFY 2011 data continuing to meet the State's target.
5. (LRE) Percent of children with IEPs aged 6 through 21: A. Inside the regular class 80% or more of the day; B. Inside the regular class less than 40% of the day; or C. In separate schools, residential facilities, or homebound/hospital placements. [Performance Indicator]	A. Kent County Public Schools' FFY 2010 data for this indicator is 79.45%. This met the State's target of 62.11% for FFY 2010. B. Kent County Public Schools' FFY 2010 data for this indicator is 8.90%. This met the State's target of 15.61 % for FFY 2010. C. Kent County Public Schools' FFY 2010 data for this indicator is 2.05%. This met the State's target of 6.42% for FFY 2010.	Kent County Public Schools' data met the State's targets for Indicators 5A, 5B and 5C. MSDE looks forward to Kent County Public Schools' FFY 2011 data continuing to meet each of the State's LRE targets.

Kent County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7A. Percent of preschool children with IEPs who demonstrate positive social-emotional skills (including social relationships). A.1. Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. A.2. Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	A.1. Kent County Public Schools' FFY 2010 data for this indicator is 50.0%. This did not meet the State's target of 66.3 % for FFY 2010. A.2. Kent County Public Schools' FFY 2010 data for this indicator is 62.5%. This did not meet the State's target of 71.5% for FFY 2010.	Kent County Public Schools did not meet the State's target for increasing the rate of growth for preschool children exiting the program (A.1); and, did not meet the State's target for preschool children functioning within age-expectations, by the time of exit (A.2). MSDE looks forward to Kent County Public Schools' FFY 2011 data meeting each of the State's preschool social-emotional targets.
7B. Percent of preschool children with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication and early literacy). B.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. B.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	B.1. Kent County Public Schools' FFY 2010 data for this indicator is 12.5%. This did not meet the State's target of 66.6% for FFY 2010. B.2. Kent County Public Schools' FFY 2010 data for this indicator is 12.5%. This did not meet the State's target of 57.3% for FFY 2010.	Kent County Public Schools did not meet the State's target for increasing the rate of growth for preschool children exiting the program (B.1); and, did not meet the State's target for preschool children functioning within age-expectations by the time of exit (B.2). MSDE looks forward to Kent County Public Schools' FFY 2011 data meeting each of the State's preschool language/communication/ early literacy targets.

Kent County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7C: Percent of preschool children with IEPs who demonstrate improved use of appropriate behaviors to meet their needs. C.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. C.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	C.1. Kent County Public Schools' FFY 2010 data for this indicator is 25.0%. This did not meet the State's target of 61.7 % for FFY 2010. C.2. Kent County Public Schools' FFY 2010 data for this indicator is 62.5%. This did not meet the State's target of 64.2% for FFY 2010.	Kent County Public Schools did not meet the State's target for increasing the rate of growth for preschool children exiting the program (C.1); and, did not meet the State's target for preschool children functioning within age-expectations by the time of exit (C.2). MSDE looks forward to Kent County Public Schools' FFY 2011 data meeting each of the State's preschool behavioral targets.
Monitoring Priority: Disproportionate Representation		
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. [Compliance Indicator]	Kent County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Kent County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Kent County Public Schools' FFY 2011 data demonstrating continued compliance.
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. [Compliance Indicator]	Kent County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Kent County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Kent County Public Schools' FFY 2011 data demonstrating continued compliance.

Kent County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: Effective General Supervision		
11. Percent of children who are evaluated within 60 days of receiving parental consent for initial evaluation or, if the State established a timeframe within which the evaluation must be conducted, within that timeframe. [Compliance Indicator]	Kent County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Kent County Public Schools' data met the State's target of 100% for this compliance indicator MSDE looks forward to Kent County Public Schools' FFY 2011 data maintaining 100% compliance
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. [Compliance Indicator]	Kent County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Kent County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Kent County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Kent County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Kent County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Kent County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Kent County Public Schools had 4 corrective actions due in FFY 2010.	Kent County Public Schools had 4 findings of noncompliance identified by MSDE that were due for correction in FFY 2010. Four findings were corrected within timelines. MSDE requires all identified noncompliance to be corrected as soon as possible but in no case later than one year.

Kent County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. [Compliance Indicator]	Kent County Public Schools submitted required 618 data in a timely and accurate manner.	Kent County Public Schools' data met the State's target for the timely and accurate submission of required 618 data and other data required by the State for FFY 2010. MSDE requires Kent County Public Schools' submission of required data to be timely and accurate.



Bernard J. Sadusky, Ed.D.
Interim State Superintendent of Schools

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

May 7, 2012

Dr. Joshua P. Starr
Superintendent
Montgomery County Public Schools
850 Hungerford Drive
Rockville, MD 20850

Dear Dr. Starr:

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). The OSEP annually reviews each state's SPP and Annual Performance Report (APR). Using the information obtained through review of the APR and other data sources, the 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 ongoing efforts to improve results for children and youth with disabilities. The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Federal Fiscal Year (FFY) 2010 [State Fiscal Year (SFY) 2011 (2010-2011 School Year)] Part B in early June 2012. In accordance with 34 CFR §300.606, if the OSEP identifies the MSDE as "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention," the MSDE is required to notify local school systems, public agencies, the media, and the public of this action.

Pursuant to 20 U.S.C. §1416(a)(1)(C)(i) and 34 C.F.R. §300.600, the MSDE is also required to make determinations annually on the performance of each local school system in the State using the categories in 34 C.F.R. §300.603(b)(1), use appropriate enforcement mechanisms, consistent with 34 C.F.R. §300.604, which must include, if applicable, the enforcement mechanisms identified in §300.604(a)(1) (technical assistance), (a)(3) (conditions on funding of a local school system), (b)(2)(i) (a corrective action plan or improvement plan), (b)(2)(v) (withholding funds, in whole or in part, by MSDE), and (c)(2) (withholding funds, in whole or in part, by MSDE). In accordance with 20 U.S.C. §1416(e) and 34 C.F.R. §300.603(b)(1), the MSDE also must use one of the following four categories to assign a determination to each local school system: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention."

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each local public agency's performance in meeting the State's targets for FFY 2010. Attached is a document entitled, "Part C and Part B Public Agency Determination," that lists the Part B Indicators considered in making determinations. The MSDE carefully considered all aspects of this process. Based on FFY 2010 data, as well as information obtained through monitoring and complaint investigations, the Montgomery County Public Schools (MCPS) has achieved the determination status of **"Meets Requirements."**

Marvland Public Schools: #1 in the Nation Four Years in a Row

Dr. Joshua P. Starr
May 7, 2012
Page Two

To achieve the determination status of "Meets Requirements," the MCPS must have met or exceeded the State's targets on five performance indicators (1, 2, 5a, 5b, and 5c) or were not significantly below the target on LRE Indicators (5a, 5b, or 5c). In addition, the MCPS must have demonstrated compliance (100%) for at least five of the seven compliance indicators (4, 9, 10, 11, 12, 13, and 20), and had no corrective actions or corrected all previously identified findings of noncompliance within one year of identification (15).

Attached to this letter are copies of the following documents:

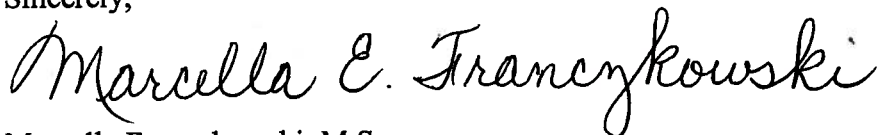
- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

The "Part B Local Determination Table" provides an analysis of the MCPS' data. 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 of local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. The MSDE will continue to provide technical assistance opportunities to improve performance under Part B of the IDEA.

Congratulations on your hard work and commitment to excellence. The MSDE is committed to supporting the efforts of the MCPS to improve results for students with disabilities and their families. If you have any questions, would like to discuss further, or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,



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

MF/DRR/ALP
Attachments

c: Bernard J. Sadusky
Gwendolyn Mason
Branch/Section Chiefs

Montgomery County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: FAPE in the LRE		
1. Percent of youth with IEPs graduating from high school with a regular diploma. [Performance Indicator]	Montgomery County Public Schools' FFY 2010 data for this indicator is 59.45% for the 4 year cohort and 67.20 for the 5 year cohort. This is below the State's target of 87.75%.	Montgomery County Public Schools' data did not meet the State's target. MSDE looks forward to Montgomery County Public Schools' FFY 2011 data demonstrating improvement.
2. Percent of youth with IEPs dropping out of high school. [Performance Indicator]	Montgomery County Public Schools' FFY 2010 data for this indicator is 3.57%. This did not meet the State's target of 3.27%.	Montgomery County Public Schools did not meet the State's target for this indicator. MSDE looks forward to Montgomery County Public Schools' FFY 2011 data demonstrating improvement.
4A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. [Compliance Indicator]	Montgomery County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 2.43 and for single event suspensions is 2.71 when compared to nondisabled peers. The State's target for both multiple and single event suspensions is 0.00 – 1.49.	Montgomery County Public Schools did not meet the State's target for multiple suspensions summing to greater than 10 days and did not meet the State's target for single event suspensions. MSDE looks forward to Montgomery County Public Schools' FFY 2011 data demonstrating improvement to meet the State's target.

Montgomery County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
4B. Percent of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. [Compliance Indicator]	Montgomery County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 5.98, and for single event suspensions is 0.00, when compared by race or ethnicity. The State's target for both multiple and single event suspensions when compared by race or ethnicity is 0.00 – 1.49.	Montgomery County Public Schools did not meet the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions of greater than 10 days when compared by race or ethnicity. MSDE looks forward to Montgomery County Public Schools' FFY 2011 data demonstrating improvement to meet the State's target.
5. (LRE) Percent of children with IEPs aged 6 through 21: A. Inside the regular class 80% or more of the day; B. Inside the regular class less than 40% of the day; or C. In separate schools, residential facilities, or homebound/hospital placements. [Performance Indicator]	A. Montgomery County Public Schools' FFY 2010 data for this indicator is 68.19%. This met the State's target of 62.11% for FFY 2010. B. Montgomery County Public Schools' FFY 2010 data for this indicator is 11.91%. This met the State's target of 15.61 % for FFY 2010. C. Montgomery County Public Schools' FFY 2010 data for this indicator is 5.47%. This met the State's target of 6.42% for FFY 2010.	Montgomery County Public Schools' data met the State's targets for Indicators 5A, 5B and 5C. MSDE looks forward to Montgomery County Public Schools' FFY 2011 data continuing to meet each of the State's LRE targets.

Montgomery County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7A. Percent of preschool children with IEPs who demonstrate positive social-emotional skills (including social relationships). A.1. Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. A.2. Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	A.1. Montgomery County Public Schools' FFY 2010 data for this indicator is 67.1%. This met the State's target of 66.3 % for FFY 2010. A.2. Montgomery County Public Schools' FFY 2010 data for this indicator is 65.6%. This did not meet the State's target of 71.5% for FFY 2010.	Montgomery County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (A.1); and, did not meet the State's target for preschool children functioning within age-expectations, by the time of exit (A.2). MSDE looks forward to Montgomery County Public Schools' FFY 2011 data meeting each of the State's preschool social-emotional targets.
7B. Percent of preschool children with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication and early literacy). B.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. B.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	B.1. Montgomery County Public Schools' FFY 2010 data for this indicator is 72.0%. This met the State's target of 66.6 % for FFY 2010. B.2. Montgomery County Public Schools' FFY 2010 data for this indicator is 53.6%. This did not meet the State's target of 57.3% for FFY 2010.	Montgomery County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (B.1); and, did not meet the State's target for preschool children functioning within age-expectations by the time of exit (B.2). MSDE looks forward to Montgomery County Public Schools' FFY 2011 data meeting each of the State's preschool language/communication/ early literacy targets.

Montgomery County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7C: Percent of preschool children with IEPs who demonstrate improved use of appropriate behaviors to meet their needs. C.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. C.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	C.1. Montgomery County Public Schools' FFY 2010 data for this indicator is 60.8%. This did not meet the State's target of 61.7 % for FFY 2010. C.2. Montgomery County Public Schools' FFY 2010 data for this indicator is 60.9%. This did not meet the State's target of 64.2% for FFY 2010.	Montgomery County Public Schools did not meet the State's target for increasing the rate of growth for preschool children exiting the program (C.1); and, did not meet the State's target for preschool children functioning within age-expectations by the time of exit (C.2). MSDE looks forward to Montgomery County Public Schools' FFY 2011 data meeting each of the State's preschool behavioral targets.
Monitoring Priority: Disproportionate Representation		
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. [Compliance Indicator]	Montgomery County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Montgomery County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Montgomery County Public Schools' FFY 2011 data demonstrating continued compliance.
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. [Compliance Indicator]	Montgomery County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Montgomery County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Montgomery County Public Schools' FFY 2011 data demonstrating continued compliance.

Montgomery County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: Effective General Supervision		
11. Percent of children who are evaluated within 60 days of receiving parental consent for initial evaluation or, if the State established a timeframe within which the evaluation must be conducted, within that timeframe. [Compliance Indicator]	Montgomery County Public Schools' FFY 2010 data for this indicator is 98.67%. The State's target is 100%.	Montgomery County Public Schools' data did not meet the State's target of 100% for this compliance indicator MSDE looks forward to Montgomery County Public Schools' FFY 2011 data demonstrating 100% compliance
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. [Compliance Indicator]	Montgomery County Public Schools' FFY 2010 data for this indicator is 99.74%. The State's target is 100%.	Montgomery County Public Schools' data did not meet the State's target of 100% for this compliance indicator. MSDE looks forward to Montgomery County Public Schools' FFY 2011 data demonstrating 100% compliance.
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. [Compliance Indicator]	Montgomery County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Montgomery County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Montgomery County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Montgomery County Public Schools had 1 corrective action due in FFY 2010.	Montgomery County Public Schools had 1 finding of noncompliance identified by MSDE that was due for correction in FFY 2010. One finding was corrected within timelines. MSDE requires all identified noncompliance to be corrected as soon as possible but in no case later than one year.

Montgomery County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. [Compliance Indicator]	Montgomery County Public Schools submitted required 618 data in a timely and accurate manner.	Montgomery County Public Schools' data met the State's target for the timely and accurate submission of required 618 data and other data required by the State for FFY 2010. MSDE requires Montgomery County Public Schools' submission of required data to be timely and accurate.



Bernard J. Sadusky, Ed.D.
Interim State Superintendent of Schools

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

May 7, 2012

Dr. William R. Hite
Superintendent
Prince George's County Public Schools
14201 School Lane
Upper Marlboro, MD 20772

Dear Dr. Hite:

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). The OSEP annually reviews each state's SPP and Annual Performance Report (APR). Using the information obtained through review of the APR and other data sources, the 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 ongoing efforts to improve results for children and youth with disabilities. The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Federal Fiscal Year (FFY) 2010 [State Fiscal Year (SFY) 2011 (2010-2011 School Year)] Part B in early June 2012. In accordance with 34 CFR §300.606, if the OSEP identifies the MSDE as "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention," the MSDE is required to notify local school systems, public agencies, the media, and the public of this action.

Pursuant to 20 U.S.C. §1416(a)(1)(C)(i) and 34 C.F.R. §300.600, the MSDE is also required to make determinations annually on the performance of each local school system in the State using the categories in 34 C.F.R. §300.603(b)(1), use appropriate enforcement mechanisms, consistent with 34 C.F.R. §300.604, which must include, if applicable, the enforcement mechanisms identified in §300.604(a)(1) (technical assistance), (a)(3) (conditions on funding of a local school system), (b)(2)(i) (a corrective action plan or improvement plan), (b)(2)(v) (withholding funds, in whole or in part, by MSDE), and (c)(2) (withholding funds, in whole or in part, by MSDE). In accordance with 20 U.S.C. §1416(e) and 34 C.F.R. §300.603(b)(1), the MSDE also must use one of the following four categories to assign a determination to each local school system: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention."

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each local public agency's performance in meeting the State's targets for FFY 2010. Attached is a document entitled, "Part C and Part B Public Agency Determination," that lists the Part B Indicators considered in making determinations. The MSDE carefully considered all aspects of this process. Based on FFY 2010 data, as well as information obtained through monitoring and complaint investigations, the Prince George's County Public Schools (PGCPS) has received the determination status of **"Needs Substantial Intervention."**

Maryland Public Schools: #1 in the Nation Four Years in a Row

Dr. William R. Hite
May 7, 2012
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To achieve the determination status of "Meets Requirements," the PGCPs must meet or exceed the State's targets on five performance indicators (1, 2, 5a, 5b, and 5c) or not be significantly below the target on LRE Indicators (5a, 5b, or 5c). In addition, the PGCPs must demonstrate compliance (100%) for at least five of the seven compliance indicators (4, 9, 10, 11, 12, 13, and 20), and have no corrective actions or have corrected all previously identified findings of noncompliance within one year of identification (15).

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.

The "Part B Local Determination Table" provides an analysis of the PGCPs' data. 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.

The MSDE FFY 2005 determination for the PGCPs was "Needs Assistance," FFY 2006 was "Needs Intervention" and FFY 2007's determination was again "Needs Assistance." FFY 2008, and FFY 2009's determination was once again "Needs Intervention." In accordance with 20 U.S.C. §1416(e) and 34 C. F. R. §§300.600 and 300.604, if a local school system is determined to be in need of assistance for two consecutive years, the MSDE must take one or more of the following actions: 1) Advise the local school system of available sources of technical assistance that may help the local school system address the areas in which the local school system needs assistance; 2) Direct the use of federal funds to the area or area(s) the local school system needs assistance; or 3) Identify the local school system as a high-risk grantee and impose special conditions on the local school system's IDEA Part B grant award.

Pursuant to these requirements, and to assist all local school systems to meet or maintain the determination status of "Meets Requirements," the MSDE provides and recommends technical assistance. Each local school system has the responsibility to access the Technical Assistance and Determination Network website at <http://spp-apr-calendar.rfcnetwork.org> and other sources of technical assistance to improve performance and/or correct noncompliance. The website contains a list of SPP Indicators. Upon the selection of a specific indicator, a list of centers, documents, web seminars, and other sources of relevant technical assistance are made available.

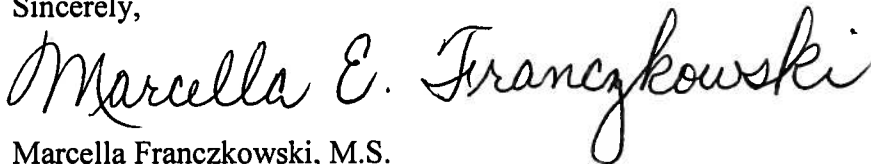
Those local school systems that were below the State's target on any indicator are required to access sources of technical assistance and inform the MSDE of the type, amount, and frequency of assistance required to address specific needs. Attached is a "Technical Assistance Contact List" of Division personnel, able to assist you with monitoring and each SPP Indicator. The specific indicators most critical to improving results for the PGCPs are: Indicator 4 (Suspension/ Expulsion), Indicator 11 (Initial Evaluation Timeline), Indicator 13 (Secondary Transition), Indicator 15 (General Supervision), Indicator 1 (Graduation), Indicator 2 (Drop Out), and Indicator 5 (Least Restrictive Environment).

Dr. William R. Hite
May 7, 2012
Page Three

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 the IDEA. The public may access the MSDE IDEA Performance Report at <http://mdideareport.org>. The requirement for public reporting of local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. The MSDE will continue to provide technical assistance opportunities to improve performance under Part B of the IDEA.

Please provide any feedback regarding technical assistance for local improvement activities. The MSDE is committed to supporting the efforts of the PGCPs to improve results for students with disabilities and their families. If you have any questions, would like to discuss further, or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,

A handwritten signature in black ink that reads "Marcella E. Franczkowski". The signature is written in a cursive style with a large, stylized 'M' and 'F'.

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

MF/DRR/ALP
Attachments

c: Bernard J. Sadusky
Joan Rothgeb
Branch/Section Chiefs

Prince George's County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: FAPE in the LRE		
1. Percent of youth with IEPs graduating from high school with a regular diploma. [Performance Indicator]	Prince George's County Public Schools' FFY 2010 data for this indicator is 59.26% for the 4 year cohort and 64.95% for the 5 year cohort. This is below the State's target of 87.75%.	Prince George's County Public Schools' data did not meet the State's target. MSDE looks forward to Prince George's County Public Schools' FFY 2011 data demonstrating improvement.
2. Percent of youth with IEPs dropping out of high school. [Performance Indicator]	Prince George's County Public Schools' FFY 2010 data for this indicator is 6.48%. This did not meet the State's target of 3.27%.	Prince George's County Public Schools did not meet the State's target for this indicator. MSDE looks forward to Prince George's County Public Schools' FFY 2011 data demonstrating improvement.
4A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. [Compliance Indicator]	Prince George's County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 3.45 and for single event suspensions is 2.09 when compared to nondisabled peers. The State's target for both multiple and single event suspensions is 0.00 – 1.49.	Prince George's County Public Schools did not meet the State's target for multiple suspensions summing to greater than 10 days and did not meet the State's target for single event suspensions. MSDE looks forward to Prince George's County Public Schools' FFY 2011 data meeting the State's target.

Prince George's County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
4B. Percent of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. [Compliance Indicator]	Prince George's County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 4.23, and for single event suspensions is 2.49, when compared by race or ethnicity. The State's target for both multiple and single event suspensions when compared by race or ethnicity is 0.00 – 1.49.	Prince George's County Public Schools did not meet the State's target for multiple suspensions summing to greater than 10 days and did not meet the State's target for single event suspensions of greater than 10 days when compared by race or ethnicity. MSDE looks forward to Prince George's County Public Schools' FFY 2011 data meeting the State's target.
5. (LRE) Percent of children with IEPs aged 6 through 21: A. Inside the regular class 80% or more of the day; B. Inside the regular class less than 40% of the day; or C. In separate schools, residential facilities, or homebound/hospital placements. [Performance Indicator]	A. Prince George's County Public Schools' FFY 2010 data for this indicator is 52.17%. This did not meet the State's target of 62.11% for FFY 2010. B. Prince George's County Public Schools' FFY 2010 data for this indicator is 27.94%. This did not meet the State's target of 15.61 % for FFY 2010. C. Prince George's County Public Schools' FFY 2010 data for this	Prince George's County Public Schools' data did not meet the State's targets for Indicators 5A, 5B and 5C. MSDE looks forward to Prince George's County Public Schools' FFY 2011 data meeting each of the State's LRE targets.

Prince George's County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7A. Percent of preschool children with IEPs who demonstrate positive social-emotional skills (including social relationships). A.1. Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. A.2. Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	indicator is 9.4%. This indicator did not meet the State's target of 6.42% for FFY 2010. A.1. Prince George's County Public Schools' FFY 2010 data for this indicator is 66.7%. This met the State's target of 66.3 % for FFY 2010. A.2. Prince George's County Public Schools' FFY 2010 data for this indicator is 70.2%. This did not meet the State's target of 71.5% for FFY 2010.	Prince George's County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (A.1); and, did not meet the State's target for preschool children functioning within age-expectations, by the time of exit (A.2). MSDE looks forward to Prince George's County Public Schools' FFY 2011 data meeting each of the State's preschool social-emotional targets.
7B. Percent of preschool children with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication and early literacy). B.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. B.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	B.1. Prince George's County Public Schools' FFY 2010 data for this indicator is 64.4%. This did not meet the State's target of 66.6 % for FFY 2010. B.2. Prince George's County Public Schools' FFY 2010 data for this indicator is 41.3%. This did not meet the State's target of 57.3% for FFY 2010.	Prince George's County Public Schools did not meet the State's target for increasing the rate of growth for preschool children exiting the program (B.1); and, did not meet the State's target for preschool children functioning within age-expectations by the time of exit (B.2). MSDE looks forward to Prince George's County Public Schools' FFY 2011 data meeting each of the State's preschool language/communication/ early literacy targets.

Prince George's County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7C: Percent of preschool children with IEPs who demonstrate improved use of appropriate behaviors to meet their needs. C.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. C.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	C.1. Prince George's County Public Schools' FFY 2010 data for this indicator is 61.4%. This did not meet the State's target of 61.7 % for FFY 2010. C.2. Prince George's County Public Schools' FFY 2010 data for this indicator is 54.0%. This did not meet the State's target of 64.2% for FFY 2010.	Prince George's County Public Schools did not meet the State's target for increasing the rate of growth for preschool children exiting the program (C.1); and, did not meet the State's target for preschool children functioning within age-expectations by the time of exit (C.2). MSDE looks forward to Prince George's County Public Schools' FFY 2011 data meeting each of the State's preschool behavioral targets.
Monitoring Priority: Disproportionate Representation		
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. [Compliance Indicator]	Prince George's County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Prince George's County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Prince George's County Public Schools' FFY 2011 data demonstrating continued compliance.
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. [Compliance Indicator]	Prince George's County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Prince George's County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Prince George's County Public Schools' FFY 2011 data demonstrating continued compliance.

Prince George's County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: Effective General Supervision		
11. Percent of children who are evaluated within 60 days of receiving parental consent for initial evaluation or, if the State established a timeframe within which the evaluation must be conducted, within that timeframe. [Compliance Indicator]	Prince George's County Public Schools' FFY 2010 data for this indicator is 95.70%. The State's target is 100%.	Prince George's County Public Schools' data did not meet the State's target of 100% for this compliance indicator MSDE looks forward to Prince George's County Public Schools' FFY 2011 data demonstrating 100% compliance
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. [Compliance Indicator]	Prince George's County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Prince George's County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Prince George's County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Prince George's County Public Schools' FFY 2010 data for this indicator is 79.0%. The State's target is 100%.	Prince George's County Public Schools' data did not meet the State's target of 100% for this compliance indicator. MSDE looks forward to Prince George's County Public Schools' FFY 2011 data demonstrating 100% compliance.
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. [Compliance Indicator]	Prince George's County Public Schools had 4 corrective actions due in FFY 2010.	Prince George's County Public Schools had 4 findings of noncompliance identified by MSDE that were due for correction in FFY 2010. One finding was corrected within timelines. MSDE requires all identified noncompliance to be corrected as soon as possible but in no case later than one year.

Prince George's County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. [Compliance Indicator]	Prince George's County Public Schools submitted required 618 data in a timely and accurate manner.	Prince George's County Public Schools' data met the State's target for the timely and accurate submission of required 618 data and other data required by the State for FFY 2010. MSDE requires Prince George's County Public Schools' submission of required data to be timely and accurate.



Bernard J. Sadusky, Ed.D.
Interim State Superintendent of Schools

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

May 7, 2012

Dr. Carol A. Williamson
Superintendent
Queen Anne's County Board of Education
202 Chesterfield Avenue
Centreville, MD 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). The OSEP annually reviews each state's SPP and Annual Performance Report (APR). Using the information obtained through review of the APR and other data sources, the 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 ongoing efforts to improve results for children and youth with disabilities. The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Federal Fiscal Year (FFY) 2010 [State Fiscal Year (SFY) 2011 (2010-2011 School Year)] Part B in early June 2012. In accordance with 34 CFR §300.606, if the OSEP identifies the MSDE as "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention," the MSDE is required to notify local school systems, public agencies, the media, and the public of this action.

Pursuant to 20 U.S.C. §1416(a)(1)(C)(i) and 34 C.F.R. §300.600, the MSDE is also required to make determinations annually on the performance of each local school system in the State using the categories in 34 C.F.R. §300.603(b)(1), use appropriate enforcement mechanisms, consistent with 34 C.F.R. §300.604, which must include, if applicable, the enforcement mechanisms identified in §300.604(a)(1) (technical assistance), (a)(3) (conditions on funding of a local school system), (b)(2)(i) (a corrective action plan or improvement plan), (b)(2)(v) (withholding funds, in whole or in part, by MSDE), and (c)(2) (withholding funds, in whole or in part, by MSDE). In accordance with 20 U.S.C. §1416(e) and 34 C.F.R. §300.603(b)(1), the MSDE also must use one of the following four categories to assign a determination to each local school system: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention."

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each local public agency's performance in meeting the State's targets for FFY 2010. Attached is a document entitled, "Part C and Part B Public Agency Determination," that lists the Part B Indicators considered in making determinations. The MSDE carefully considered all aspects of this process. Based on FFY 2010 data, as well as information obtained through monitoring and complaint investigations, the Queen Anne's County Public Schools (QACPS) has achieved the determination status of "**Meets Requirements.**"

Maryland Public Schools: #1 in the Nation Four Years in a Row

Dr. Carol A. Williamson
May 7, 2012
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To achieve the determination status of "Meets Requirements," the QACPS must have met or exceeded the State's targets on five performance indicators (1, 2, 5a, 5b, and 5c) or were not significantly below the target on LRE Indicators (5a, 5b, or 5c). In addition, the QACPS must have demonstrated compliance (100%) for at least five of the seven compliance indicators (4, 9, 10, 11, 12, 13, and 20), and had no corrective actions or corrected all previously identified findings of noncompliance within one year of identification (15).

Attached to this letter are copies of the following documents:

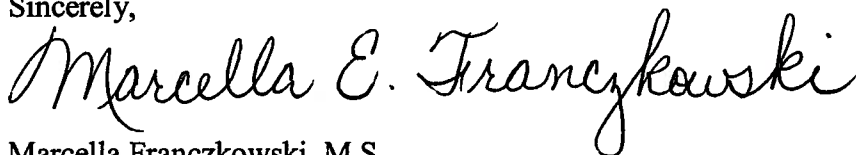
- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

The "Part B Local Determination Table" provides an analysis of the QACPS' data. 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 of local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. The MSDE will continue to provide technical assistance opportunities to improve performance under Part B of the IDEA.

Congratulations on your hard work and commitment to excellence. The MSDE is committed to supporting the efforts of the QACPS to improve results for students with disabilities and their families. If you have any questions, would like to discuss further, or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,



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

MF/DRR/ALP
Attachments

c: Bernard J. Sadusky
Diane McGowan
Branch/Section Chiefs

Queen Anne's County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: FAPE in the LRE		
1. Percent of youth with IEPs graduating from high school with a regular diploma. [Performance Indicator]	Queen Anne's County Public Schools' FFY 2010 data for this indicator is 57.58 % for the 4 year cohort and 64.62% for the 5 year cohort. This is below the State's target of 87.75%.	Queen Anne's County Public Schools' data did not meet the State's target. MSDE looks forward to Queen Anne's County Public Schools' FFY 2011 data demonstrating improvement.
2. Percent of youth with IEPs dropping out of high school. [Performance Indicator]	Queen Anne's County Public Schools' FFY 2010 data for this indicator is 3.95%. This did not meet the State's target of 3.27%.	Queen Anne's County Public Schools did not meet the State's target for this indicator. MSDE looks forward to Queen Anne's County Public Schools' FFY 2011 data demonstrating improvement.
4A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. [Compliance Indicator]	Queen Anne's County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00 and for single event suspensions is 0.00 when compared to nondisabled peers. The State's target for both multiple and single event suspensions is 0.00 – 1.49.	Queen Anne's County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions. MSDE looks forward to Queen Anne's County Public Schools' FFY 2011 data continuing to meet the State's target.

Queen Anne's County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
4B. Percent of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. [Compliance Indicator]	Queen Anne's County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00, and for single event suspensions is 0.00, when compared by race or ethnicity. The State's target for both multiple and single event suspensions when compared by race or ethnicity is 0.00 – 1.49.	Queen Anne's County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions of greater than 10 days when compared by race or ethnicity. MSDE looks forward to Queen Anne's County Public Schools' FFY 2011 data continuing to meet the State's target.
5. (LRE) Percent of children with IEPs aged 6 through 21: A. Inside the regular class 80% or more of the day; B. Inside the regular class less than 40% of the day; or C. In separate schools, residential facilities, or homebound/hospital placements. [Performance Indicator]	A. Queen Anne's County Public Schools' FFY 2010 data for this indicator is 91.34%. This met the State's target of 62.11% for FFY 2010. B. Queen Anne's County Public Schools' FFY 2010 data for this indicator is 4.03%. This met the State's target of 15.61 % for FFY 2010. C. Queen Anne's County Public Schools' FFY 2010 data for this indicator is 1.54%. This met the State's target of 6.42% for FFY 2010.	Queen Anne's County Public Schools' data met the State's targets for Indicators 5A, 5B and 5C. MSDE looks forward to Queen Anne's County Public Schools' FFY 2011 data continuing to meet each of the State's LRE targets.

Queen Anne's County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7A. Percent of preschool children with IEPs who demonstrate positive social-emotional skills (including social relationships). A.1. Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. A.2. Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	A.1. Queen Anne's County Public Schools' FFY 2010 data for this indicator is 100%. This met the State's target of 66.3 % for FFY 2010. A.2. Queen Anne's County Public Schools' FFY 2010 data for this indicator is 81.6%. This met the State's target of 71.5% for FFY 2010.	Queen Anne's County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (A.1); and met the State's target for preschool children functioning within age-expectations, by the time of exit (A.2). MSDE looks forward to Queen Anne's County Public Schools' FFY 2011 data exceeding each of the State's preschool social-emotional targets.
7B. Percent of preschool children with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication and early literacy). B.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. B.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	B.1. Queen Anne's County Public Schools' FFY 2010 data for this indicator is 81.5%. This met the State's target of 66.6 % for FFY 2010. B.2. Queen Anne's County Public Schools' FFY 2010 data for this indicator is 73.7%. This met the State's target of 57.3% for FFY 2010.	Queen Anne's County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (B.1); and, met the State's target for preschool children functioning within age-expectations by the time of exit (B.2). MSDE looks forward to Queen Anne's County Public Schools' FFY 2011 data exceeding each of the State's preschool language/communication/ early literacy targets.

Queen Anne's County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7C: Percent of preschool children with IEPs who demonstrate improved use of appropriate behaviors to meet their needs. C.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. C.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	C.1. Queen Anne's County Public Schools' FFY 2010 data for this indicator is 68.4%. This met the State's target of 61.7 % for FFY 2010. C.2. Queen Anne's County Public Schools' FFY 2010 data for this indicator is 76.3%. This met the State's target of 64.2% for FFY 2010.	Queen Anne's County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (C.1); and, met the State's target for preschool children functioning within age-expectations by the time of exit (C.2). MSDE looks forward to Queen Anne's County Public Schools' FFY 2011 data exceeding each of the State's preschool behavioral targets.
Monitoring Priority: Disproportionate Representation		
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. [Compliance Indicator]	Queen Anne's County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Queen Anne's County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Queen Anne's County Public Schools' FFY 2011 data demonstrating continued compliance.
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. [Compliance Indicator]	Queen Anne's County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Queen Anne's County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Queen Anne's County Public Schools' FFY 2011 data demonstrating continued compliance.

Queen Anne's County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: Effective General Supervision		
11. Percent of children who are evaluated within 60 days of receiving parental consent for initial evaluation or, if the State established a timeframe within which the evaluation must be conducted, within that timeframe. [Compliance Indicator]	Queen Anne's County Public Schools' FFY 2010 data for this indicator is 95.08%. The State's target is 100%.	Queen Anne's County Public Schools' data did not meet the State's target of 100% for this compliance indicator MSDE looks forward to Queen Anne's County Public Schools' FFY 2011 data demonstrating 100% compliance
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. [Compliance Indicator]	Queen Anne's County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Queen Anne's County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Queen Anne's County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Queen Anne's County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Queen Anne's County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Queen Anne's County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Queen Anne's County Public Schools had 2 corrective actions due in FFY 2010.	Queen Anne's County Public Schools had 2 findings of noncompliance identified by MSDE that were due for correction in FFY 2010. Two findings were corrected within timelines. MSDE requires all identified noncompliance to be corrected as soon as possible but in no case later than one year.

Queen Anne's County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. [Compliance Indicator]	Queen Anne's County Public Schools submitted required 618 data in a timely and accurate manner.	Queen Anne's County Public Schools' data did not meet the State's target for the timely and accurate submission of required 618 data and other data required by the State for FFY 2010. MSDE requires Queen Anne's County Public Schools' submission of required data to be timely and accurate.



Bernard J. Sadusky, Ed.D.
Interim State Superintendent of Schools

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

May 7, 2012

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

Dear Dr. Miles:

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). The OSEP annually reviews each state's SPP and Annual Performance Report (APR). Using the information obtained through review of the APR and other data sources, the 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 ongoing efforts to improve results for children and youth with disabilities. The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Federal Fiscal Year (FFY) 2010 [State Fiscal Year (SFY) 2011 (2010-2011 School Year)] Part B in early June 2012. In accordance with 34 CFR §300.606, if the OSEP identifies the MSDE as "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention," the MSDE is required to notify local school systems, public agencies, the media, and the public of this action.

Pursuant to 20 U.S.C. §1416(a)(1)(C)(i) and 34 C.F.R. §300.600, the MSDE is also required to make determinations annually on the performance of each local school system in the State using the categories in 34 C.F.R. §300.603(b)(1), use appropriate enforcement mechanisms, consistent with 34 C.F.R. §300.604, which must include, if applicable, the enforcement mechanisms identified in §300.604(a)(1) (technical assistance), (a)(3) (conditions on funding of a local school system), (b)(2)(i) (a corrective action plan or improvement plan), (b)(2)(v) (withholding funds, in whole or in part, by MSDE), and (c)(2) (withholding funds, in whole or in part, by MSDE). In accordance with 20 U.S.C. §1416(e) and 34 C.F.R. §300.603(b)(1), the MSDE also must use one of the following four categories to assign a determination to each local school system: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention."

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each local public agency's performance in meeting the State's targets for FFY 2010. Attached is a document entitled, "Part C and Part B Public Agency Determination," that lists the Part B Indicators considered in making determinations. The MSDE carefully considered all aspects of this process. Based on FFY 2010 data, as well as information obtained through monitoring and complaint investigations, the Somerset County Public Schools (SCPS) has achieved the determination status of "**Meets Requirements.**"

Maryland Public Schools: #1 in the Nation Four Years in a Row

Dr. Marjorie B. Miles
May 7, 2012
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To achieve the determination status of "Meets Requirements," the SCPS must have met or exceeded the State's targets on five performance indicators (1, 2, 5a, 5b, and 5c) or were not significantly below the target on LRE Indicators (5a, 5b, or 5c). In addition, the SCPS must have demonstrated compliance (100%) for at least five of the seven compliance indicators (4, 9, 10, 11, 12, 13, and 20), and had no corrective actions or corrected all previously identified findings of noncompliance within one year of identification (15).

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.

The "Part B Local Determination Table" provides an analysis of the SCPS' data. 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 of local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. The MSDE will continue to provide technical assistance opportunities to improve performance under Part B of the IDEA.

Congratulations on your hard work and commitment to excellence. The MSDE is committed to supporting the efforts of the SCPS to improve results for students with disabilities and their families. If you have any questions, would like to discuss further, or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,



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

MF/DRR/ALP
Attachments

c: Bernard J. Sadusky
Margaret Blake
Branch/Section Chiefs

Somerset County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: FAPE in the LRE		
1. Percent of youth with IEPs graduating from high school with a regular diploma. [Performance Indicator]	Somerset County Public Schools' FFY 2010 data for this indicator is 45.83% for the 4 year cohort and 45.83% for the 5 year cohort. This is below the State's target of 87.75%.	Somerset County Public Schools' data did not meet the State's target. MSDE looks forward to Somerset County Public Schools' FFY 2011 data demonstrating improvement.
2. Percent of youth with IEPs dropping out of high school. [Performance Indicator]	Somerset County Public Schools' FFY 2010 data for this indicator is 4.86%. This did not meet the State's target of 3.27%.	Somerset County Public Schools did not meet the State's target for this indicator. MSDE looks forward to Somerset County Public Schools' FFY 2011 data demonstrating improvement.
4A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. [Compliance Indicator]	Somerset County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00 and for single event suspensions is 0.00 when compared to nondisabled peers. The State's target for both multiple and single event suspensions is 0.00 – 1.49.	Somerset County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions. MSDE looks forward to Somerset County Public Schools' FFY 2011 data continuing to meet the State's target.

Somerset County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
4B. Percent of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. [Compliance Indicator]	Somerset County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00, and for single event suspensions is 0.00, when compared by race or ethnicity. The State's target for both multiple and single event suspensions when compared by race or ethnicity is 0.00 – 1.49.	Somerset County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions of greater than 10 days when compared by race or ethnicity. MSDE looks forward to Somerset County Public Schools' FFY 2011 data continuing to meet the State's target.
5. (LRE) Percent of children with IEPs aged 6 through 21: A. Inside the regular class 80% or more of the day; B. Inside the regular class less than 40% of the day; or C. In separate schools, residential facilities, or homebound/hospital placements. [Performance Indicator]	A. Somerset County Public Schools' FFY 2010 data for this indicator is 85.11%. This met the State's target of 62.11% for FFY 2010. B. Somerset County Public Schools' FFY 2010 data for this indicator is 10.11%. This met the State's target of 15.61 % for FFY 2010. C. Somerset County Public Schools' FFY 2010 data for this indicator is 2.13%. This met the State's target of 6.42% for FFY 2010.	Somerset County Public Schools' data met the State's targets for Indicators 5A, 5B and 5C. MSDE looks forward to Somerset County Public Schools' FFY 2011 data continuing to meet each of the State's LRE targets.

Somerset County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7A. Percent of preschool children with IEPs who demonstrate positive social-emotional skills (including social relationships). A.1. Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. A.2. Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	A.1. Somerset County Public Schools' FFY 2010 data for this indicator is 94.1%. This met the State's target of 66.3 % for FFY 2010. A.2. Somerset County Public Schools' FFY 2010 data for this indicator is 83.3%. This met the State's target of 71.5% for FFY 2010.	Somerset County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (A.1); and, met the State's target for preschool children functioning within age-expectations, by the time of exit (A.2). MSDE looks forward to Somerset County Public Schools' FFY 2011 data exceeding each of the State's preschool social-emotional targets.
7B. Percent of preschool children with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication and early literacy). B.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. B.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	B.1. Somerset County Public Schools' FFY 2010 data for this indicator is 77.8%. This met the State's target of 66.6 % for FFY 2010. B.2. Somerset County Public Schools' FFY 2010 data for this indicator is 44.4%. This did not meet the State's target of 57.3% for FFY 2010.	Somerset County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (B.1); and, did not meet the State's target for preschool children functioning within age-expectations by the time of exit (B.2). MSDE looks forward to Somerset County Public Schools' FFY 2011 data meeting each of the State's preschool language/communication/ early literacy targets.

Somerset County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7C: Percent of preschool children with IEPs who demonstrate improved use of appropriate behaviors to meet their needs. C.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. C.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	C.1. Somerset County Public Schools' FFY 2010 data for this indicator is 88.2%. This met the State's target of 61.7 % for FFY 2010. C.2. Somerset County Public Schools' FFY 2010 data for this indicator is 83.3%. This met the State's target of 64.2% for FFY 2010.	Somerset County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (C.1); and, met the State's target for preschool children functioning within age-expectations by the time of exit (C.2). MSDE looks forward to Somerset County Public Schools' FFY 2011 data exceeding each of the State's preschool behavioral targets.
Monitoring Priority: Disproportionate Representation		
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. [Compliance Indicator]	Somerset County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Somerset County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Somerset County Public Schools' FFY 2011 data demonstrating continued compliance.
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. [Compliance Indicator]	Somerset County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Somerset County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Somerset County Public Schools' FFY 2011 data demonstrating continued compliance.

Somerset County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: Effective General Supervision		
11. Percent of children who are evaluated within 60 days of receiving parental consent for initial evaluation or, if the State established a timeframe within which the evaluation must be conducted, within that timeframe. [Compliance Indicator]	Somerset County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Somerset County Public Schools' data met the State's target of 100% for this compliance indicator MSDE looks forward to Somerset County Public Schools' FFY 2011 data maintaining 100% compliance
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. [Compliance Indicator]	Somerset County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Somerset County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Somerset County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Somerset County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Somerset County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Somerset County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Somerset County Public Schools had 2 corrective actions due in FFY 2010.	Somerset County Public Schools had 2 findings of noncompliance identified by MSDE that were due for correction in FFY 2010. Two findings were corrected within timelines. MSDE requires all identified noncompliance to be corrected as soon as possible but in no case later than one year.

Somerset County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. [Compliance Indicator]	Somerset County Public Schools submitted required 618 data in a timely and accurate manner.	Somerset County Public Schools' data did not meet the State's target for the timely and accurate submission of required 618 data and other data required by the State for FFY 2010. MSDE requires Somerset County Public Schools' submission of required data to be timely and accurate.

May 7, 2012

Dr. Michael J. Martirano
Superintendent
St. Mary's County Public Schools
P.O. Box 641
Leonardtown, MD 20650

Dear Dr. Martirano:

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). The OSEP annually reviews each state's SPP and Annual Performance Report (APR). Using the information obtained through review of the APR and other data sources, the 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 ongoing efforts to improve results for children and youth with disabilities. The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Federal Fiscal Year (FFY) 2010 [State Fiscal Year (SFY) 2011 (2010-2011 School Year)] Part B in early June 2012. In accordance with 34 CFR §300.606, if the OSEP identifies the MSDE as "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention," the MSDE is required to notify local school systems, public agencies, the media, and the public of this action.

Pursuant to 20 U.S.C. §1416(a)(1)(C)(i) and 34 C.F.R. §300.600, the MSDE is also required to make determinations annually on the performance of each local school system in the State using the categories in 34 C.F.R. §300.603(b)(1), use appropriate enforcement mechanisms, consistent with 34 C.F.R. §300.604, which must include, if applicable, the enforcement mechanisms identified in §300.604(a)(1) (technical assistance), (a)(3) (conditions on funding of a local school system), (b)(2)(i) (a corrective action plan or improvement plan), (b)(2)(v) (withholding funds, in whole or in part, by MSDE), and (c)(2) (withholding funds, in whole or in part, by MSDE). In accordance with 20 U.S.C. §1416(e) and 34 C.F.R. §300.603(b)(1), the MSDE also must use one of the following four categories to assign a determination to each local school system: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention."

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each local public agency's performance in meeting the State's targets for FFY 2010. Attached is a document entitled, "Part C and Part B Public Agency Determination," that lists the Part B Indicators considered in making determinations. The MSDE carefully considered all aspects of this process. Based on FFY 2010 data, as well as information obtained through monitoring and complaint investigations, the Saint Mary's County Public Schools (SMCPS) has achieved the determination status of "**Meets Requirements.**"

Dr. Michael J. Martirano
May 7, 2012
Page Two

To achieve the determination status of "Meets Requirements," the SMCPS must have met or exceeded the State's targets on five performance indicators (1, 2, 5a, 5b, and 5c) or were not significantly below the target on LRE Indicators (5a, 5b, or 5c). In addition, the SMCPS must have demonstrated compliance (100%) for at least five of the seven compliance indicators (4, 9, 10, 11, 12, 13, and 20), and had no corrective actions or corrected all previously identified findings of noncompliance within one year of identification (15).

Attached to this letter are copies of the following documents:

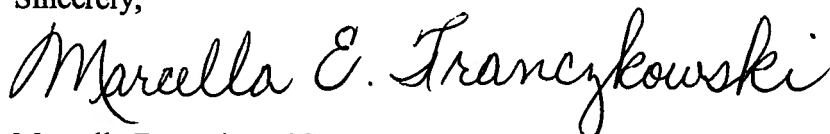
- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

The "Part B Local Determination Table" provides an analysis of the SMCPS' data. 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 of local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. The MSDE will continue to provide technical assistance opportunities to improve performance under Part B of the IDEA.

Congratulations on your hard work and commitment to excellence. The MSDE is committed to supporting the efforts of the SMCPS to improve results for students with disabilities and their families. If you have any questions, would like to discuss further, or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,



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

MF/DRR/ALP
Attachments

c: Bernard J. Sadusky
Melissa Charbonnet
Branch/Section Chiefs

St. Mary's County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: FAPE in the LRE		
1. Percent of youth with IEPs graduating from high school with a regular diploma. [Performance Indicator]	St. Mary's County Public Schools' FFY 2010 data for this indicator is 50.0% for the 4 year cohort and 60.1% for the 5 year cohort. This is below the State's target of 87.75%.	St. Mary's County Public Schools' data did not meet the State's target. MSDE looks forward to St. Mary's County Public Schools' FFY 2011 data demonstrating improvement.
2. Percent of youth with IEPs dropping out of high school. [Performance Indicator]	St. Mary's County Public Schools' FFY 2010 data for this indicator is <3.00%. This met the State's target of 3.27%.	St. Mary's County Public Schools met the State's target for this indicator. MSDE looks forward to St. Mary's County Public Schools' FFY 2011 data continuing to meet the State's target..
4A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. [Compliance Indicator]	St. Mary's County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00 and for single event suspensions is 0.00 when compared to nondisabled peers. The State's target for both multiple and single event suspensions is 0.00 – 1.49.	St. Mary's County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions. MSDE looks forward to St. Mary's County Public Schools' FFY 2011 data continuing to meet the State's target.

St. Mary's County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
4B. Percent of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. [Compliance Indicator]	St. Mary's County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00, and for single event suspensions is 0.00, when compared by race or ethnicity. The State's target for both multiple and single event suspensions when compared by race or ethnicity is 0.00 – 1.49.	St. Mary's County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions of greater than 10 days when compared by race or ethnicity. MSDE looks forward to St. Mary's County Public Schools' FFY 2011 data continuing to meet the State's target.
5. (LRE) Percent of children with IEPs aged 6 through 21: A. Inside the regular class 80% or more of the day; B. Inside the regular class less than 40% of the day; or C. In separate schools, residential facilities, or homebound/hospital placements. [Performance Indicator]	A. St. Mary's County Public Schools' FFY 2010 data for this indicator is 77.08%. This met the State's target of 62.11% for FFY 2010. B. St. Mary's County Public Schools' FFY 2010 data for this indicator is 10.87%. This met the State's target of 15.61 % for FFY 2010. C. St. Mary's County Public Schools' FFY 2010 data for this indicator is 1.74%. This met the State's target of 6.42% for FFY 2010.	St. Mary's County Public Schools' data met the State's targets for Indicators 5A, 5B and 5C. MSDE looks forward to St. Mary's County Public Schools' FFY 2011 data continuing to meet each of the State's LRE targets.

St. Mary's County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7A. Percent of preschool children with IEPs who demonstrate positive social-emotional skills (including social relationships). A.1. Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. A.2. Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	A.1. St. Mary's County Public Schools' FFY 2010 data for this indicator is 77.4%. This met the State's target of 66.3 % for FFY 2010. A.2. St. Mary's County Public Schools' FFY 2010 data for this indicator is 81.9%. This met the State's target of 71.5% for FFY 2010.	St. Mary's County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (A.1); and, met the State's target for preschool children functioning within age-expectations, by the time of exit (A.2). MSDE looks forward to St. Mary's County Public Schools' FFY 2011 data exceeding each of the State's preschool social-emotional targets.
7B. Percent of preschool children with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication and early literacy). B.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. B.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	B.1. St. Mary's County Public Schools' FFY 2010 data for this indicator is 84.7%. This met the State's target of 66.6 % for FFY 2010. B.2. St. Mary's County Public Schools' FFY 2010 data for this indicator is 68.9%. This met the State's target of 57.3% for FFY 2010.	St. Mary's County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (B.1); and, met the State's target for preschool children functioning within age-expectations by the time of exit (B.2). MSDE looks forward to St. Mary's County Public Schools' FFY 2011 data exceeding each of the State's preschool language/communication/ early literacy targets.

St. Mary's County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7C: Percent of preschool children with IEPs who demonstrate improved use of appropriate behaviors to meet their needs. C.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. C.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	C.1. St. Mary's County Public Schools' FFY 2010 data for this indicator is 84.9%. This met the State's target of 61.7 % for FFY 2010. C.2. St. Mary's County Public Schools' FFY 2010 data for this indicator is 83.6%. This met the State's target of 64.2% for FFY 2010.	St. Mary's County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (C.1); and, met the State's target for preschool children functioning within age-expectations by the time of exit (C.2). MSDE looks forward to St. Mary's County Public Schools' FFY 2011 data exceeding each of the State's preschool behavioral targets.
Monitoring Priority: Disproportionate Representation		
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. [Compliance Indicator]	St. Mary's County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	St. Mary's County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to St. Mary's County Public Schools' FFY 2011 data demonstrating continued compliance.
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. [Compliance Indicator]	St. Mary's County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	St. Mary's County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to St. Mary's County Public Schools' FFY 2011 data demonstrating continued compliance.

St. Mary's County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: Effective General Supervision		
11. Percent of children who are evaluated within 60 days of receiving parental consent for initial evaluation or, if the State established a timeframe within which the evaluation must be conducted, within that timeframe. [Compliance Indicator]	St. Mary's County Public Schools' FFY 2010 data for this indicator is 97.89%. The State's target is 100%.	St. Mary's County Public Schools' data did not meet the State's target of 100% for this compliance indicator MSDE looks forward to St. Mary's County Public Schools' FFY 2011 data demonstrating 100% compliance
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. [Compliance Indicator]	St. Mary's County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	St. Mary's County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to St. Mary's County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	St. Mary's County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	St. Mary's County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to St. Mary's County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	St. Mary's County Public Schools had 5 corrective actions due in FFY 2010.	St. Mary's County Public Schools had 5 findings of noncompliance identified by MSDE that were due for correction in FFY 2010. Five findings were corrected within timelines. MSDE requires all identified noncompliance to be corrected as soon as possible but in no case later than one year.

St. Mary's County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. [Compliance Indicator]	St. Mary's County Public Schools submitted required 618 data in a timely and accurate manner.	St. Mary's County Public Schools' data met the State's target for the timely and accurate submission of required 618 data and other data required by the State for FFY 2010. MSDE requires St. Mary's County Public Schools' submission of required data to be timely and accurate.



Bernard J. Sadusky, Ed.D.
Interim State Superintendent of Schools

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

May 7, 2012

Dr. Karen Salmon
Superintendent
Talbot County Public Schools
P.O. Box 1029
Easton, MD 21601

Dear Dr. Salmon:

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). The OSEP annually reviews each state's SPP and Annual Performance Report (APR). Using the information obtained through review of the APR and other data sources, the 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 ongoing efforts to improve results for children and youth with disabilities. The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Federal Fiscal Year (FFY) 2010 [State Fiscal Year (SFY) 2011 (2010-2011 School Year)] Part B in early June 2012. In accordance with 34 CFR §300.606, if the OSEP identifies the MSDE as "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention," the MSDE is required to notify local school systems, public agencies, the media, and the public of this action.

Pursuant to 20 U.S.C. §1416(a)(1)(C)(i) and 34 C.F.R. §300.600, the MSDE is also required to make determinations annually on the performance of each local school system in the State using the categories in 34 C.F.R. §300.603(b)(1), use appropriate enforcement mechanisms, consistent with 34 C.F.R. §300.604, which must include, if applicable, the enforcement mechanisms identified in §300.604(a)(1) (technical assistance), (a)(3) (conditions on funding of a local school system), (b)(2)(i) (a corrective action plan or improvement plan), (b)(2)(v) (withholding funds, in whole or in part, by MSDE), and (c)(2) (withholding funds, in whole or in part, by MSDE). In accordance with 20 U.S.C. §1416(e) and 34 C.F.R. §300.603(b)(1), the MSDE also must use one of the following four categories to assign a determination to each local school system: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention."

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each local public agency's performance in meeting the State's targets for FFY 2010. Attached is a document entitled, "Part C and Part B Public Agency Determination," that lists the Part B Indicators considered in making determinations. The MSDE carefully considered all aspects of this process. Based on FFY 2010 data, as well as information obtained through monitoring and complaint investigations, the Talbot County Public Schools (TCPS) has achieved the determination status of "**Meets Requirements.**"

Maryland Public Schools: #1 in the Nation Four Years in a Row

Dr. Karen Salmon
May 7, 2012
Page Two

To achieve the determination status of "Meets Requirements," the TCPS must have met or exceeded the State's targets on five performance indicators (1, 2, 5a, 5b, and 5c) or were not significantly below the target on LRE Indicators (5a, 5b, or 5c). In addition, the TCPS must have demonstrated compliance (100%) for at least five of the seven compliance indicators (4, 9, 10, 11, 12, 13, and 20), and had no corrective actions or corrected all previously identified findings of noncompliance within one year of identification (15).

Attached to this letter are copies of the following documents:

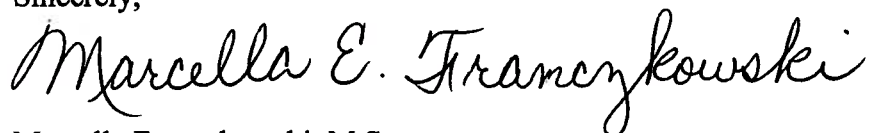
- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

The "Part B Local Determination Table" provides an analysis of the TCPS' data. 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 of local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. The MSDE will continue to provide technical assistance opportunities to improve performance under Part B of the IDEA.

Congratulations on your hard work and commitment to excellence. The MSDE is committed to supporting the efforts of the TCPS to improve results for students with disabilities and their families. If you have any questions, would like to discuss further, or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,



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

MF/DRR/ALP
Attachments

c: Bernard J. Sadusky
Kristin Mentges
Branch/Section Chiefs

Talbot County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: FAPE in the LRE		
1. Percent of youth with IEPs graduating from high school with a regular diploma. [Performance Indicator]	Talbot County Public Schools' FFY 2010 data for this indicator is 50.0% for the 4 year cohort and 48.0% for the 5 year cohort. This is below the State's target of 87.75%.	Talbot County Public Schools' data did not meet the State's target. MSDE looks forward to Talbot County Public Schools' FFY 2011 data demonstrating improvement.
2. Percent of youth with IEPs dropping out of high school. [Performance Indicator]	Talbot County Public Schools' FFY 2010 data for this indicator is 7.75%. This did not meet the State's target of 3.27%.	Talbot County Public Schools did not meet the State's target for this indicator. MSDE looks forward to Talbot County Public Schools' FFY 2011 data demonstrating improvement.
4A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. [Compliance Indicator]	Talbot County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00 and for single event suspensions is 0.00 when compared to nondisabled peers. The State's target for both multiple and single event suspensions is 0.00 – 1.49.	Talbot County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions. MSDE looks forward to Talbot County Public Schools' FFY 2011 data continuing to meet the State's target.

Talbot County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
4B. Percent of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. [Compliance Indicator]	Talbot County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00, and for single event suspensions is 0.00, when compared by race or ethnicity. The State's target for both multiple and single event suspensions when compared by race or ethnicity is 0.00 – 1.49.	Talbot County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions of greater than 10 days when compared by race or ethnicity. MSDE looks forward to Talbot County Public Schools' FFY 2011 data continuing to meet the State's target.
5. (LRE) Percent of children with IEPs aged 6 through 21: A. Inside the regular class 80% or more of the day; B. Inside the regular class less than 40% of the day; or C. In separate schools, residential facilities, or homebound/hospital placements. [Performance Indicator]	A. Talbot County Public Schools' FFY 2010 data for this indicator is 76.45%. This met the State's target of 62.11% for FFY 2010. B. Talbot County Public Schools' FFY 2010 data for this indicator is 6.12%. This met the State's target of 15.61 % for FFY 2010. C. Talbot County Public Schools' FFY 2010 data for this indicator is 0.92%. This met the State's target of 6.42% for FFY 2010.	Talbot County Public Schools' data met the State's targets for Indicators 5A, 5B and 5C. MSDE looks forward to Talbot County Public Schools' FFY 2011 data meeting each of the State's LRE targets.

Talbot County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7A. Percent of preschool children with IEPs who demonstrate positive social-emotional skills (including social relationships). A.1. Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. A.2. Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	A.1. Talbot County Public Schools' FFY 2010 data for this indicator is 71.4%. This met the State's target of 66.3 % for FFY 2010. A.2. Talbot County Public Schools' FFY 2010 data for this indicator is 50.0%. This did not meet the State's target of 71.5% for FFY 2010.	Talbot County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (A.1); and, did not meet the State's target for preschool children functioning within age-expectations, by the time of exit (A.2). MSDE looks forward to Talbot County Public Schools' FFY 2011 data meeting each of the State's preschool social-emotional targets.
7B. Percent of preschool children with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication and early literacy). B.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. B.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	B.1. Talbot County Public Schools' FFY 2010 data for this indicator is 61.5%. This did not meet the State's target of 66.6% for FFY 2010. B.2. Talbot County Public Schools' FFY 2010 data for this indicator is 42.3%. This did not meet the State's target of 57.3% for FFY 2010.	Talbot County Public Schools did not meet the State's target for increasing the rate of growth for preschool children exiting the program (B.1); and, did not meet the State's target for preschool children functioning within age-expectations by the time of exit (B.2). MSDE looks forward to Talbot County Public Schools' FFY 2011 data meeting each of the State's preschool language/communication/ early literacy targets.

Talbot County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7C: Percent of preschool children with IEPs who demonstrate improved use of appropriate behaviors to meet their needs. C.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. C.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	C.1. Talbot County Public Schools' FFY 2010 data for this indicator is 60.0%. This did not meet the State's target of 61.7% for FFY 2010. C.2. Talbot County Public Schools' FFY 2010 data for this indicator is 50.0%. This did not meet the State's target of 64.2% for FFY 2010.	Talbot County Public Schools did not meet the State's target for increasing the rate of growth for preschool children exiting the program (C.1); and, did not meet the State's target for preschool children functioning within age-expectations by the time of exit (C.2). MSDE looks forward to Talbot County Public Schools' FFY 2011 data meeting each of the State's preschool behavioral targets.
Monitoring Priority: Disproportionate Representation		
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. [Compliance Indicator]	Talbot County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Talbot County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Talbot County Public Schools' FFY 2011 data demonstrating continued compliance.
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. [Compliance Indicator]	Talbot County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Talbot County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Talbot County Public Schools' FFY 2011 data demonstrating continued compliance.

Talbot County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: Effective General Supervision		
11. Percent of children who are evaluated within 60 days of receiving parental consent for initial evaluation or, if the State established a timeframe within which the evaluation must be conducted, within that timeframe. [Compliance Indicator]	Talbot County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Talbot County Public Schools' data met the State's target of 100% for this compliance indicator MSDE looks forward to Talbot County Public Schools' FFY 2011 data maintaining 100% compliance
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. [Compliance Indicator]	Talbot County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Talbot County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Talbot County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Talbot County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Talbot County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Talbot County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Talbot County Public Schools had no corrective actions due in FFY 2010.	Talbot County Public Schools had no findings of noncompliance identified by MSDE that were due for correction in FFY 2010. MSDE requires all identified noncompliance to be corrected as soon as possible but in no case later than one year.

Talbot County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. [Compliance Indicator]	Talbot County Public Schools submitted required 618 data in a timely and accurate manner.	Talbot County Public Schools' data met the State's target for the timely and accurate submission of required 618 data and other data required by the State for FFY 2010. MSDE requires Talbot County Public Schools' submission of required data to be timely and accurate.



Bernard J. Sadusky, Ed.D.
Interim State Superintendent of Schools

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

May 7, 2012

Dr. Clayton M. Wilcox
Superintendent
Washington County Board of Education
P.O. Box 730
Hagerstown, MD 21741

Dear Dr. Wilcox:

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). The OSEP annually reviews each state's SPP and Annual Performance Report (APR). Using the information obtained through review of the APR and other data sources, the 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 ongoing efforts to improve results for children and youth with disabilities. The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Federal Fiscal Year (FFY) 2010 [State Fiscal Year (SFY) 2011 (2010-2011 School Year)] Part B in early June 2012. In accordance with 34 CFR §300.606, if the OSEP identifies the MSDE as "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention," the MSDE is required to notify local school systems, public agencies, the media, and the public of this action.

Pursuant to 20 U.S.C. §1416(a)(1)(C)(i) and 34 C.F.R. §300.600, the MSDE is also required to make determinations annually on the performance of each local school system in the State using the categories in 34 C.F.R. §300.603(b)(1), use appropriate enforcement mechanisms, consistent with 34 C.F.R. §300.604, which must include, if applicable, the enforcement mechanisms identified in §300.604(a)(1) (technical assistance), (a)(3) (conditions on funding of a local school system), (b)(2)(i) (a corrective action plan or improvement plan), (b)(2)(v) (withholding funds, in whole or in part, by MSDE), and (c)(2) (withholding funds, in whole or in part, by MSDE). In accordance with 20 U.S.C. §1416(e) and 34 C.F.R. §300.603(b)(1), the MSDE also must use one of the following four categories to assign a determination to each local school system: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention."

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each local public agency's performance in meeting the State's targets for FFY 2010. Attached is a document entitled, "Part C and Part B Public Agency Determination," that lists the Part B Indicators considered in making determinations. The MSDE carefully considered all aspects of this process. Based on FFY 2010 data, as well as information obtained through monitoring and complaint investigations, the Washington County Public Schools (WCPS) has achieved the determination status of "**Meets Requirements.**"

Maryland Public Schools: #1 in the Nation Four Years in a Row

Dr. Clayton M. Wilcox
May 7, 2012
Page Two

To achieve the determination status of "Meets Requirements," the WCPS must have met or exceeded the State's targets on five performance indicators (1, 2, 5a, 5b, and 5c) or were not significantly below the target on LRE Indicators (5a, 5b, or 5c). In addition, the WCPS must have demonstrated compliance (100%) for at least five of the seven compliance indicators (4, 9, 10, 11, 12, 13, and 20), and had no corrective actions or corrected all previously identified findings of noncompliance within one year of identification (15).

Attached to this letter are copies of the following documents:

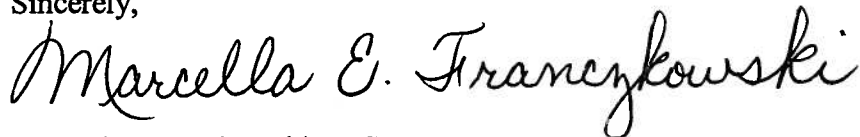
- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

The "Part B Local Determination Table" provides an analysis of the WCPS' data. 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 of local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. The MSDE will continue to provide technical assistance opportunities to improve performance under Part B of the IDEA.

Congratulations on your hard work and commitment to excellence. The MSDE is committed to supporting the efforts of the WCPS to improve results for students with disabilities and their families. If you have any questions, would like to discuss further, or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,



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

MF/DRR/ALP
Attachments

c: Bernard J. Sadusky
Jeff Gladhill
Branch/Section Chiefs

Washington County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: FAPE in the LRE		
1. Percent of youth with IEPs graduating from high school with a regular diploma. [Performance Indicator]	Washington County Public Schools' FFY 2010 data for this indicator is 66.06% for the 4 year cohort and 71.52% for the 5 year cohort. This is below the State's target of 87.75%.	Washington County Public Schools' data did not meet the State's target. MSDE looks forward to Washington County Public Schools' FFY 2011 data demonstrating improvement.
2. Percent of youth with IEPs dropping out of high school. [Performance Indicator]	Washington County Public Schools' FFY 2010 data for this indicator is 4.26%. This did not meet the State's target of 3.27%.	Washington County Public Schools did not meet the State's target for this indicator. MSDE looks forward to Washington County Public Schools' FFY 2011 data demonstrating improvement.
4A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. [Compliance Indicator]	Washington County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00 and for single event suspensions is 0.00 when compared to nondisabled peers. The State's target for both multiple and single event suspensions is 0.00 – 1.49.	Washington County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions. MSDE looks forward to Washington County Public Schools' FFY 2011 data continuing to meet the State's target.

Washington County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
4B. Percent of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. [Compliance Indicator]	Washington County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00, and for single event suspensions is 0.00, when compared by race or ethnicity. The State's target for both multiple and single event suspensions when compared by race or ethnicity is 0.00 – 1.49.	Washington County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions of greater than 10 days when compared by race or ethnicity. MSDE looks forward to Washington County Public Schools' FFY 2011 data continuing to meet the State's target.
5. (LRE) Percent of children with IEPs aged 6 through 21: A. Inside the regular class 80% or more of the day; B. Inside the regular class less than 40% of the day; or C. In separate schools, residential facilities, or homebound/hospital placements. [Performance Indicator]	A. Washington County Public Schools' FFY 2010 data for this indicator is 81.03%. This met the State's target of 62.11% for FFY 2010. B. Washington County Public Schools' FFY 2010 data for this indicator is 9.08%. This met the State's target of 15.61 % for FFY 2010. C. Washington County Public Schools' FFY 2010 data for this indicator is 4.11%. This met the State's target of 6.42% for FFY 2010.	Washington County Public Schools' data met the State's targets for Indicators 5A, 5B and 5C. MSDE looks forward to Washington County Public Schools' FFY 2011 data meeting each of the State's LRE targets.

Washington County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7A. Percent of preschool children with IEPs who demonstrate positive social-emotional skills (including social relationships). A.1. Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. A.2. Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	A.1. Washington County Public Schools' FFY 2010 data for this indicator is 61.7%. This did not meet the State's target of 66.3 % for FFY 2010. A.2. Washington County Public Schools' FFY 2010 data for this indicator is 68.1%. This did not meet the State's target of 71.5% for FFY 2010.	Washington County Public Schools did not meet the State's target for increasing the rate of growth for preschool children exiting the program (A.1); and, did not meet the State's target for preschool children functioning within age-expectations, by the time of exit (A.2). MSDE looks forward to Washington County Public Schools' FFY 2011 data meeting each of the State's preschool social-emotional targets.
7B. Percent of preschool children with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication and early literacy). B.1. Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. B.2. Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	B.1. Washington County Public Schools' FFY 2010 data for this indicator is 46.5%. This did not meet the State's target of 66.6 % for FFY 2010. B.2. Washington County Public Schools' FFY 2010 data for this indicator is 43.1%. This did not meet the State's target of 57.3% for FFY 2010.	Washington County Public Schools did not meet the State's target for increasing the rate of growth for preschool children exiting the program (B.1); and, did not meet the State's target for preschool children functioning within age-expectations by the time of exit (B.2). MSDE looks forward to Washington County Public Schools' FFY 2011 data meeting each of the State's preschool language/communication/ early literacy targets.

**Washington County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011**

Monitoring Priorities and Indicators	Status	MSDE Analysis
7C. Percent of preschool children with IEPs who demonstrate improved use of appropriate behaviors to meet their needs. C.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. C.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	C.1. Washington County Public Schools' FFY 2010 data for this indicator is 46.2%. This did not meet the State's target of 61.7 % for FFY 2010. C.2. Washington County Public Schools' FFY 2010 data for this indicator is 52.8%. This did not meet the State's target of 64.2% for FFY 2010.	Washington County Public Schools did not meet the State's target for increasing the rate of growth for preschool children exiting the program (C.1); and, did not meet the State's target for preschool children functioning within age-expectations by the time of exit (C.2). MSDE looks forward to Washington County Public Schools' FFY 2011 data meeting each of the State's preschool behavioral targets.
Monitoring Priority: Disproportionate Representation		
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. [Compliance Indicator]	Washington County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Washington County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Washington County Public Schools' FFY 2011 data demonstrating continued compliance.
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. [Compliance Indicator]	Washington County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Washington County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Washington County Public Schools' FFY 2011 data demonstrating continued compliance.

Washington County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: Effective General Supervision		
11. Percent of children who are evaluated within 60 days of receiving parental consent for initial evaluation or, if the State established a timeframe within which the evaluation must be conducted, within that timeframe. [Compliance Indicator]	Washington County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Washington County Public Schools' data met the State's target of 100% for this compliance indicator MSDE looks forward to Washington County Public Schools' FFY 2011 data maintaining 100% compliance
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. [Compliance Indicator]	Washington County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Washington County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Washington County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Washington County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Washington County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Washington County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Washington County Public Schools had 3 corrective actions due in FFY 2010.	Washington County Public Schools had 3 findings of noncompliance identified by MSDE that were due for correction in FFY 2010. Three findings were corrected within timelines. MSDE requires all identified noncompliance to be corrected as soon as possible but in no case later than one year.

Washington County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. [Compliance Indicator]	Washington County Public Schools submitted required 618 data in a timely and accurate manner.	Washington County Public Schools' data met the State's target for the timely and accurate submission of required 618 data and other data required by the State for FFY 2010. MSDE requires Washington County Public Schools' submission of required data to be timely and accurate.

May 7, 2012

Dr. John Fredericksen
Superintendent
Wicomico County Board of Education
P.O. Box 1538
Salisbury, MD 21802-1538

Dear Dr. Fredericksen:

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). The OSEP annually reviews each state's SPP and Annual Performance Report (APR). Using the information obtained through review of the APR and other data sources, the 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 ongoing efforts to improve results for children and youth with disabilities. The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Federal Fiscal Year (FFY) 2010 [State Fiscal Year (SFY) 2011 (2010-2011 School Year)] Part B in early June 2012. In accordance with 34 CFR §300.606, if the OSEP identifies the MSDE as "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention," the MSDE is required to notify local school systems, public agencies, the media, and the public of this action.

Pursuant to 20 U.S.C. §1416(a)(1)(C)(i) and 34 C.F.R. §300.600, the MSDE is also required to make determinations annually on the performance of each local school system in the State using the categories in 34 C.F.R. §300.603(b)(1), use appropriate enforcement mechanisms, consistent with 34 C.F.R. §300.604, which must include, if applicable, the enforcement mechanisms identified in §300.604(a)(1) (technical assistance), (a)(3) (conditions on funding of a local school system), (b)(2)(i) (a corrective action plan or improvement plan), (b)(2)(v) (withholding funds, in whole or in part, by MSDE), and (c)(2) (withholding funds, in whole or in part, by MSDE). In accordance with 20 U.S.C. §1416(e) and 34 C.F.R. §300.603(b)(1), the MSDE also must use one of the following four categories to assign a determination to each local school system: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention."

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each local public agency's performance in meeting the State's targets for FFY 2010. Attached is a document entitled, "Part C and Part B Public Agency Determination," that lists the Part B Indicators considered in making determinations. The MSDE carefully considered all aspects of this process. Based on FFY 2010 data, as well as information obtained through monitoring and complaint investigations, the Wicomico County Public Schools (WCPS) has achieved the determination status of "**Meets Requirements.**"

Dr. John Fredericksen
May 7, 2012
Page Two

To achieve the determination status of "Meets Requirements," the WCPS must have met or exceeded the State's targets on five performance indicators (1, 2, 5a, 5b, and 5c) or were not significantly below the target on LRE Indicators (5a, 5b, or 5c). In addition, the WCPS must have demonstrated compliance (100%) for at least five of the seven compliance indicators (4, 9, 10, 11, 12, 13, and 20), and had no corrective actions or corrected all previously identified findings of noncompliance within one year of identification (15).

Attached to this letter are copies of the following documents:

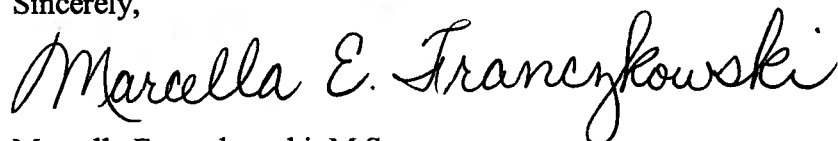
- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

The "Part B Local Determination Table" provides an analysis of the WCPS' data. 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 of local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. The MSDE will continue to provide technical assistance opportunities to improve performance under Part B of the IDEA.

Congratulations on your hard work and commitment to excellence. The MSDE is committed to supporting the efforts of the WCPS to improve results for students with disabilities and their families. If you have any questions, would like to discuss further, or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,



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

MF/DRR/ALP
Attachments

c: Bernard J. Sadusky
Bonnie L. Walston
Branch/Section Chiefs

Wicomico County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: FAPE in the LRE		
1. Percent of youth with IEPs graduating from high school with a regular diploma. [Performance Indicator]	Wicomico County Public Schools' FFY 2010 data for this indicator is 63.86% for the 4 year cohort and 64.29% for the 5 year cohort. This is below the State's target of 87.75%.	Wicomico County Public Schools' data did not meet the State's target. MSDE looks forward to Wicomico County Public Schools' FFY 2011 data demonstrating improvement.
2. Percent of youth with IEPs dropping out of high school. [Performance Indicator]	Wicomico County Public Schools' FFY 2010 data for this indicator is 4.31%. This did not meet the State's target of 3.27%.	Wicomico County Public Schools did not meet the State's target for this indicator. MSDE looks forward to Wicomico County Public Schools' FFY 2011 data demonstrating improvement.
4A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. [Compliance Indicator]	Wicomico County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00 and for single event suspensions is 0.00 when compared to nondisabled peers. The State's target for both multiple and single event suspensions is 0.00 – 1.49.	Wicomico County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions. MSDE looks forward to Wicomico County Public Schools' FFY 2011 data continuing to meet the State's target.

Wicomico County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
4B. Percent of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. [Compliance Indicator]	Wicomico County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00, and for single event suspensions is 0.00, when compared by race or ethnicity. The State's target for both multiple and single event suspensions when compared by race or ethnicity is 0.00 – 1.49.	Wicomico County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions of greater than 10 days when compared by race or ethnicity. MSDE looks forward to Wicomico County Public Schools' FFY 2011 data continuing to meet the State's target.
5. (LRE) Percent of children with IEPs aged 6 through 21: A. Inside the regular class 80% or more of the day; B. Inside the regular class less than 40% of the day; or C. In separate schools, residential facilities, or homebound/hospital placements. [Performance Indicator]	A. Wicomico County Public Schools' FFY 2010 data for this indicator is 73.84%. This met the State's target of 62.11% for FFY 2010. B. Wicomico County Public Schools' FFY 2010 data for this indicator is 13.44%. This met the State's target of 15.61 % for FFY 2010. C. Wicomico County Public Schools' FFY 2010 data for this indicator is <1.00%. This met the State's target of 6.42% for FFY 2010.	Wicomico County Public Schools' data met the State's targets for Indicators 5A, 5B and 5C. MSDE looks forward to Wicomico County Public Schools' FFY 2011 data continuing to meet each of the State's LRE targets.

Wicomico County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7A. Percent of preschool children with IEPs who demonstrate positive social-emotional skills (including social relationships). A.1. Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. A.2. Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	A.1. Wicomico County Public Schools' FFY 2010 data for this indicator is 70.0%. This met the State's target of 66.3 % for FFY 2010. A.2. Wicomico County Public Schools' FFY 2010 data for this indicator is 80.0%. This met the State's target of 71.5% for FFY 2010.	Wicomico County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (A.1); and, met the State's target for preschool children functioning within age-expectations, by the time of exit (A.2). MSDE looks forward to Wicomico County Public Schools' FFY 2011 data exceeding each of the State's preschool social-emotional targets.
7B. Percent of preschool children with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication and early literacy). B.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. B.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	B.1. Wicomico County Public Schools' FFY 2010 data for this indicator is 57.1%. This did not meet the State's target of 66.6% for FFY 2010. B.2. Wicomico County Public Schools' FFY 2010 data for this indicator is 40.0%. This did not meet the State's target of 57.3% for FFY 2010.	Wicomico County Public Schools did not meet the State's target for increasing the rate of growth for preschool children exiting the program (B.1); and, did not meet the State's target for preschool children functioning within age-expectations by the time of exit (B.2). MSDE looks forward to Wicomico County Public Schools' FFY 2011 data meeting each of the State's preschool language/communication/ early literacy targets.

Wicomico County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7C: Percent of preschool children with IEPs who demonstrate improved use of appropriate behaviors to meet their needs. C.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. C.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	C.1. Wicomico County Public Schools' FFY 2010 data for this indicator is 66.7%. This met the State's target of 61.7 % for FFY 2010. C.2. Wicomico County Public Schools' FFY 2010 data for this indicator is 73.3%. This met the State's target of 64.2% for FFY 2010.	Wicomico County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (C.1); and, met the State's target for preschool children functioning within age-expectations by the time of exit (C.2). MSDE looks forward to Wicomico County Public Schools' FFY 2011 data exceeding each of the State's preschool behavioral targets.
Monitoring Priority: Disproportionate Representation		
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. [Compliance Indicator]	Wicomico County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Wicomico County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Wicomico County Public Schools' FFY 2011 data demonstrating continued compliance.
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. [Compliance Indicator]	Wicomico County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Wicomico County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Wicomico County Public Schools' FFY 2011 data demonstrating continued compliance.

Wicomico County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: Effective General Supervision		
11. Percent of children who are evaluated within 60 days of receiving parental consent for initial evaluation or, if the State established a timeframe within which the evaluation must be conducted, within that timeframe. [Compliance Indicator]	Wicomico County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Wicomico County Public Schools' data met the State's target of 100% for this compliance indicator MSDE looks forward to Wicomico County Public Schools' FFY 2011 data maintaining 100% compliance
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. [Compliance Indicator]	Wicomico County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Wicomico County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Wicomico County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Wicomico County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Wicomico County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Wicomico County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Wicomico County Public Schools had 0 corrective actions due in FFY 2010.	Wicomico County Public Schools had 0 findings of noncompliance identified by MSDE that were due for correction in FFY 2010. MSDE requires all identified noncompliance to be corrected as soon as possible but in no case later than one year.

Wicomico County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. [Compliance Indicator]	Wicomico County Public Schools submitted required 618 data in a timely and accurate manner.	Wicomico County Public Schools' data met the State's target for the timely and accurate submission of required 618 data and other data required by the State for FFY 2010. MSDE requires Wicomico County Public Schools' submission of required data to be timely and accurate.



Bernard J. Sadusky, Ed.D.
Interim State Superintendent of Schools

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

May 7, 2012

Dr. Jon Andes
Superintendent
Worcester County Board of Education
6270 Worcester Highway
Newark, MD 21841

Dear Dr. Andes:

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). The OSEP annually reviews each state's SPP and Annual Performance Report (APR). Using the information obtained through review of the APR and other data sources, the 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 ongoing efforts to improve results for children and youth with disabilities. The Maryland State Department of Education (MSDE) anticipates receiving its current federal determination status for Federal Fiscal Year (FFY) 2010 [State Fiscal Year (SFY) 2011 (2010-2011 School Year)] Part B in early June 2012. In accordance with 34 CFR §300.606, if the OSEP identifies the MSDE as "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention," the MSDE is required to notify local school systems, public agencies, the media, and the public of this action.

Pursuant to 20 U.S.C. §1416(a)(1)(C)(i) and 34 C.F.R. §300.600, the MSDE is also required to make determinations annually on the performance of each local school system in the State using the categories in 34 C.F.R. §300.603(b)(1), use appropriate enforcement mechanisms, consistent with 34 C.F.R. §300.604, which must include, if applicable, the enforcement mechanisms identified in §300.604(a)(1) (technical assistance), (a)(3) (conditions on funding of a local school system), (b)(2)(i) (a corrective action plan or improvement plan), (b)(2)(v) (withholding funds, in whole or in part, by MSDE), and (c)(2) (withholding funds, in whole or in part, by MSDE). In accordance with 20 U.S.C. §1416(e) and 34 C.F.R. §300.603(b)(1), the MSDE also must use one of the following four categories to assign a determination to each local school system: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention."

The MSDE, Division of Special Education/Early Intervention Services, uses a results-based rubric on specific indicators to rate each local public agency's performance in meeting the State's targets for FFY 2010. Attached is a document entitled, "Part C and Part B Public Agency Determination," that lists the Part B Indicators considered in making determinations. The MSDE carefully considered all aspects of this process. Based on FFY 2010 data, as well as information obtained through monitoring and complaint investigations, the Worcester County Public Schools (WCPS) has achieved the determination status of "**Meets Requirements.**"

Maryland Public Schools: #1 in the Nation Four Years in a Row

Dr. Jon Andes
May 7, 2012
Page Two

To achieve the determination status of "Meets Requirements," the WCPS must have met or exceeded the State's targets on five performance indicators (1, 2, 5a, 5b, and 5c) or were not significantly below the target on LRE Indicators (5a, 5b, or 5c). In addition, the WCPS must have demonstrated compliance (100%) for at least five of the seven compliance indicators (4, 9, 10, 11, 12, 13, and 20), and had no corrective actions or corrected all previously identified findings of noncompliance within one year of identification (15).

Attached to this letter are copies of the following documents:

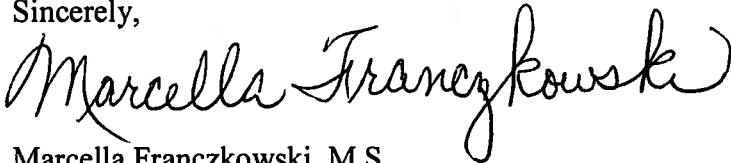
- Part B Local Determination Table; and
- Part B Local Determination Framework for Technical Assistance and Intervention.

The "Part B Local Determination Table" provides an analysis of the WCPS' data. 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 of local school system performance is a critical provision in ensuring accountability focusing on improved results for students with disabilities. The MSDE will continue to provide technical assistance opportunities to improve performance under Part B of the IDEA.

Congratulations on your hard work and commitment to excellence. The MSDE is committed to supporting the efforts of the WCPS to improve results for students with disabilities and their families. If you have any questions, would like to discuss further, or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,



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

MF/DRR/ALP
Attachments

c: Bernard J. Sadusky
Glen Hammerbacher
Branch/Section Chiefs

Worcester County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: FAPE in the LRE		
1. Percent of youth with IEPs graduating from high school with a regular diploma. [Performance Indicator]	Worcester County Public Schools' FFY 2010 data for this indicator is 63.64% for the 4 year cohort and 64.81% for the 5 year cohort. This is below the State's target of 87.75%.	Worcester County Public Schools' data did not meet the State's target. MSDE looks forward to Worcester County Public Schools' FFY 2011 data demonstrating improvement.
2. Percent of youth with IEPs dropping out of high school. [Performance Indicator]	Worcester County Public Schools' FFY 2010 data for this indicator is 16.36%. This did not meet the State's target of 3.27%.	Worcester County Public Schools did not meet the State's target for this indicator. MSDE looks forward to Worcester County Public Schools' FFY 2011 data demonstrating improvement.
4A. Percent of districts that have a significant discrepancy in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs. [Compliance Indicator]	Worcester County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00 and for single event suspensions is 0.00 when compared to nondisabled peers. The State's target for both multiple and single event suspensions is 0.00 – 1.49.	Worcester County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions. MSDE looks forward to Worcester County Public Schools' FFY 2011 data continuing to meet the State's target.

Worcester County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
4B. Percent of districts that have (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. [Compliance Indicator]	Worcester County Public Schools' FFY 2010 ratio for multiple suspensions summing to greater than 10 days is 0.00, and for single event suspensions is 0.00, when compared by race or ethnicity. The State's target for both multiple and single event suspensions when compared by race or ethnicity is 0.00 – 1.49.	Worcester County Public Schools met the State's target for multiple suspensions summing to greater than 10 days and met the State's target for single event suspensions of greater than 10 days when compared by race or ethnicity. MSDE looks forward to Worcester County Public Schools' FFY 2011 data continuing to meet the State's target.
5. (LRE) Percent of children with IEPs aged 6 through 21: A. Inside the regular class 80% or more of the day; B. Inside the regular class less than 40% of the day; or C. In separate schools, residential facilities, or homebound/hospital placements. [Performance Indicator]	A. Worcester County Public Schools' FFY 2010 data for this indicator is 88.32%. This met the State's target of 62.11% for FFY 2010. B. Worcester County Public Schools' FFY 2010 data for this indicator is 0.75%. This met the State's target of 15.61 % for FFY 2010. C. Worcester County Public Schools' FFY 2010 data for this indicator is 5.99%. This met the State's target of 6.42% for FFY 2010.	Worcester County Public Schools' data met the State's targets for Indicators 5A, 5B and 5C. MSDE looks forward to Worcester County Public Schools' FFY 2011 data continuing to meet each of the State's LRE targets.

Worcester County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7A. Percent of preschool children with IEPs who demonstrate positive social-emotional skills (including social relationships). A.1. Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. A.2. Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	A.1. Worcester County Public Schools' FFY 2010 data for this indicator is 43.8%. This did not meet the State's target of 66.3 % for FFY 2010. A.2. Worcester County Public Schools' FFY 2010 data for this indicator is 44.4%. This did not meet the State's target of 71.5% for FFY 2010.	Worcester County Public Schools did not meet the State's target for increasing the rate of growth for preschool children exiting the program (A.1); and, did not meet the State's target for preschool children functioning within age-expectations, by the time of exit (A.2). MSDE looks forward to Worcester County Public Schools' FFY 2011 data meeting each of the State's preschool social-emotional targets.
7B. Percent of preschool children with IEPs who demonstrate improved acquisition and use of knowledge and skills (including early language/communication and early literacy). B.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. B.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	B.1. Worcester County Public Schools' FFY 2010 data for this indicator is 66.7%. This met the State's target of 66.6 % for FFY 2010. B.2. Worcester County Public Schools' FFY 2010 data for this indicator is 50.0%. This did not meet the State's target of 57.3% for FFY 2010.	Worcester County Public Schools met the State's target for increasing the rate of growth for preschool children exiting the program (B.1); and, did not meet the State's target for preschool children functioning within age-expectations by the time of exit (B.2). MSDE looks forward to Worcester County Public Schools' FFY 2011 data meeting each of the State's preschool language/communication/ early literacy targets.

Worcester County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
7C: Percent of preschool children with IEPs who demonstrate improved use of appropriate behaviors to meet their needs. C.1 Percent of children who entered or exited the program below age-expectations will substantially increase their rate of growth by the time they exit the program. C.2 Percent of children will function within age-expectations by the time they exit the program. [Performance Indicator]	C.1. Worcester County Public Schools' FFY 2010 data for this indicator is 38.5%. This did not meet the State's target of 61.7% for FFY 2010. C.2. Worcester County Public Schools' FFY 2010 data for this indicator is 50.0%. This did not meet the State's target of 64.2% for FFY 2010.	Worcester County Public Schools did not meet the State's target for increasing the rate of growth for preschool children exiting the program (C.1); and, did not meet the State's target for preschool children functioning within age-expectations by the time of exit (C.2). MSDE looks forward to Worcester County Public Schools' FFY 2011 data meeting each of the State's preschool behavioral targets.
Monitoring Priority: Disproportionate Representation		
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. [Compliance Indicator]	Worcester County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Worcester County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Worcester County Public Schools' FFY 2011 data demonstrating continued compliance.
10. Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. [Compliance Indicator]	Worcester County Public Schools' FFY 2010 data for this indicator is 0.00%. This met the State's target.	Worcester County Public Schools' data met the State's target for this compliance indicator. MSDE looks forward to Worcester County Public Schools' FFY 2011 data demonstrating continued compliance.

Worcester County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011

Monitoring Priorities and Indicators	Status	MSDE Analysis
Monitoring Priority: Effective General Supervision		
11. Percent of children who are evaluated within 60 days of receiving parental consent for initial evaluation or, if the State established a timeframe within which the evaluation must be conducted, within that timeframe. [Compliance Indicator]	Worcester County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Worcester County Public Schools' data met the State's target of 100% for this compliance indicator MSDE looks forward to Worcester County Public Schools' FFY 2011 data maintaining 100% compliance
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. [Compliance Indicator]	Worcester County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Worcester County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Worcester County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Worcester County Public Schools' FFY 2010 data for this indicator is 100%. The State's target is 100%.	Worcester County Public Schools' data met the State's target of 100% for this compliance indicator. MSDE looks forward to Worcester County Public Schools' FFY 2011 data maintaining 100% compliance.
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. [Compliance Indicator]	Worcester County Public Schools had 1 corrective action due in FFY 2010.	Worcester County Public Schools had 1 finding of noncompliance identified by MSDE that was due for correction in FFY 2010. One finding was corrected within timelines. MSDE requires all identified noncompliance to be corrected as soon as possible but in no case later than one year.

**Worcester County Public Schools
Part B, Local Determination Table
Federal Fiscal Year (FFY 2010)
July 1, 2010 through June 30, 2011**

Monitoring Priorities and Indicators	Status	MSDE Analysis
20. State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate. [Compliance Indicator]	Worcester County Public Schools submitted required 618 data in a timely and accurate manner.	Worcester County Public Schools' data met the State's target for the timely and accurate submission of required 618 data and other data required by the State for FFY 2010. MSDE requires Worcester County Public Schools' submission of required data to be timely and accurate.