MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Mohammed Choudhury
State Superintendent of Schools

June 16, 2023

Mr. Jeffery S. Blank
Superintendent
Allegany County Public Schools
P.O. Box 1724
Cumberland, MD 21502

Dear Mr. Blank:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES), is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP), to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES, uses a results-based rubric for given indicators to evaluate the performance of each local education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2021 Part B determinations, Allegany County Public Schools has achieved the determination status of "**Meets Requirements**."

Attached please find supporting documents:

1. *FFY 2021 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2021 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
3. *FFY 2021 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21); and
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LEAs).

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

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

Thank you for your hard work and commitment to equity and efficiency for excellence. MSDE is committed to supporting the efforts of Allegany County Public Schools to improve results for children and youth with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call Dr. Brian Morrison, Branch Chief, Policy and Accountability, DEI/SES, at 410-767-0863.

Sincerely,

Dr. Deann Collins
Deputy Superintendent
Office of the Deputy Superintendent of Teaching and Learning

DC/BMM:mj

Attachments

c: Debra Methany
Alison Barmat
Carmen Brown
Molly Conner
Brian Morrison
Ibijoke Owolabi

Allegany County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators									
SPP/APR Indicators Results Indicator Compliance Indicator				FFY 2021			Action Required	Previous Results	
				State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2020-2021) COMAR 13A.03.02.09 COMAR 13A.05.01.01			≥ 73.85%	68.12%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	83.33%	72.73%
2	Students with IEPs dropping out (lag data based on 2020-2021) *New Methodology for FFY 2021 COMAR 13A.08.01.07			≤ 13.26%	4.35%	Met	Target met. No further action required.	1.98%	3.25%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 95.00%	98.26%	Met	LEA met 4 of 6 sub-indicators. No further action required.	NA	NA
			Reading	≥ 95.00%	98.26%	Met		NA	NA
		8	Mathematics	≥ 95.00%	89.23%	Not Met		NA	NA
			Reading	≥ 95.00%	90.77%	Not Met		NA	NA
		HS	Mathematics	≥ 95.00%	95.74%	Met		NA	NA
			Reading	≥ 95.00%	98.00%	Met		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥11.00 %	14.68%	Met	LEA met 3 of 6 sub-indicators. No further action required.	5.05%	NA
			Reading	≥ 9.70%	15.60%	Met		6.06%	NA
		8	Mathematics	≥ 2.20%	4.00%	Met		2.50%	NA
			Reading	≥ 6.90%	1.96%	Not Met		7.50%	NA
		HS	Mathematics	≥ 8.50%	0.00%	Not Met		0.00%	NA
			Reading	≥ 14.00%	9.09%	Not Met		1.96%	NA

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

Allegany County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 25.00%	25.00%	Met	LEA met 1 of 6 sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to improve proficiency rates for subject areas that did not meet the state target.	0.00%	NA
			Reading	≥ 40.00%	0.00%	Not Met		20.00%	NA
		8	Mathematics	≥ 33.00%	0.00%	Not Met		NA	NA
			Reading	≥ 50.00%	0.00%	Not Met		NA	NA
		HS	Mathematics	≥ 53.00%	12.50%	Not Met		33.33%	NA
			Reading	≥ 53.00%	25.00%	Not Met		33.33%	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.00	19.87%	Met	LEA met 4 of 6 sub-indicators. No further action required.	15.03%	NA
			Reading	≤ 17.00	34.49%	Met		18.08%	NA
		8	Mathematics	≤ 6.31	13.66%	Met		1.97%	NA
			Reading	≤ 24.00	41.62%	Met		15.61%	NA
		HS	Mathematics	≤ 34.50	21.98%	Not Met		35.17%	NA
			Reading	≤ 48.00	40.60%	Not Met		58.88%	NA
4A	Discrepancy in multiple suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	0.06	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*
	Discrepancy in single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	*	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	1.02
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)			≥ 71.00%	85.4%	Met	Target met. No further action required.	84.74%	85.60%

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

Allegany County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	COMAR 13A.05.01.10							
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		≤ 11.75%	8.4%	Met	Target met. No further action required.	7.17%	7.00%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16		≤ 6.25%	3.4%	Met	Target met. No further action required.	4.23%	4.28%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		≥ 62.00%	77.55%	Met	Target met. No further action required.	71.05%	81.69%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		≤ 20.00%	4.08%	Met	Target met. No further action required.	3.51%	4.23%
6C	Students aged 3-5 LRE: Home		≤ 0.33%	5.10%	Not Met	Target not met. However, no further action required.	5.26%	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥70.50%	64.10%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	66.67%	45.16%
		2. Exits within age expectations	≥53.50%	22.50%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	35.29%	30.30%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥73.00%	70.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	59.38%	58.06%
		2. Exits within age expectations	≥51.50%	27.50%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	32.35%	27.27%
7C	Students aged 3-5 demonstrate use of	1. Exits with substantial growth	≥72.00%	75.00%	Met	Target met. No further action required.	66.67%	48.28%

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

Allegany County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	appropriate behavior to meet their needs. COMAR 13A.13.01.09	2. Exits within age expectations	≥60.00%	20.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	44.12%	33.33%
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 3-5	≥85.25%	88%	Met	Target met. No further action required.	*	100%
		Age 6-21	≥72.50%	74%	Met	Target met. No further action required.	76%	78%
		Preschool Response Rate	≥21%	18%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	35%	NA
		School-Age Response Rate	≥9%	9%	Met	Target met. No further action required.	9%	NA
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥25.00%	*	NA	No further action required.	*	15.87%
		B. Higher ED or employed w/in 1 year of leaving HS	≥57.00%	49.28%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	51.02%	49.21%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	49.28%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	51.02%	50.79%
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*American Indian/Alaska Native*	< 2.00	*	NA	**Disproportionality** in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		Asian	< 2.00	*	NA		*	*
		Black/African American	< 2.00	*	NA		*	*
		Native Hawaiian/ Pacific Islander	< 2.00	*	NA		*	*
		White	< 2.00	*	NA		*	*
		2 or more races	< 2.00	*	NA		*	*
			< 2.00	*	NA		*	*

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

Allegany County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

		Hispanic/Latino						
9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*American Indian/Alaska Native*	< 2.00	*	NA	**Disproportionality** in the identification of SWD by race/ethnicity was not identified. No further action required.	*	*
		Asian	< 2.00	*	NA		0.47	0.50
		Black/African American	< 2.00	0.90	Met		0.84	0.88
		Native Hawaiian/ Pacific Islander	< 2.00	*	NA		*	*
		White	< 2.00	1.27	Met		1.45	1.25
		2 or more races	< 2.00	0.81	Met		0.73	0.75
		Hispanic/Latino	< 2.00	0.97	Met		0.53	1.05

FFY 2021 (SFY 2022) Part B Indicators

SPP/APR Indicators Results Indicator / Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20	American Indian/Alaska Native	*	*	*	*	*	*	**Disproportionality** for multiracial students with Emotional Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
		Asian	*	*	*	*	*	*	
		Black/African American	1.92	0.67	*	0.71	0.67	*	
		Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	

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

Allegany County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	COMAR 13A.08.01.21	White	0.71	1.50	0.49	1.75	1.30	1.07	
		2 or more races	0.79	0.68	2.77	0.62	0.97	1.04	
		Hispanic/Latino	*	1.19	*	*	*	*	

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

Allegany County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators							
SPP/APR Indicators Results Indicator / Compliance Indicator		FFY 2021			Action Required	Previous Results	
		State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	100%	Met	Target met. No further action required.	100%	99.49%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met	Target met. No further action required.	NA	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required.	100%	100%
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	Number of State complaints filed	NA	0	NA	1 complaint withdrawn or resolved.	1	0
	Number of State complaints identified with violation(s)	NA	NA	NA	No further action required.	NA	0
	Number of State findings from State complaints corrected in a timely manner	NA	NA	NA	No further action required.	NA	0

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

Allegany County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	Number of due process hearings filed	NA	NA	NA	No further action required.	1	0
	Number of due process hearings identified with violations	NA	NA	NA	No further action required.	0	0
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	1
	Percentage of students taking the Alternate Assessment: Reading	<1.0%	1.4%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	1.1%	NA
	Percentage of students taking the Alternate Assessment: Math	<1.0%	1.5%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	1.0%	NA
	Percentage of students taking the Alternate Assessment: Science	<1.0%	2.4%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	1.1%	NA
	Number of SWD Restraints	NA	20	NA	100% of LEA's restraints were SWD.	8	NA
	Number of SWD Seclusions	NA	37	NA	100% of LEA's seclusions were SWD.	19	NA

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

MARYLAND STATE DEPARTMENT OF
EDUCATION
EQUITY AND EXCELLENCE

Mohammed Choudhury
State Superintendent of Schools

June 16, 2023

Dr. Mark T. Bedell
Superintendent
Anne Arundel County Public Schools
2644 Riva Road
Annapolis, MD 21401

Dear Dr. Bedell:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES), is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP), to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES, uses a results-based rubric for given indicators to evaluate the performance of each local education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2021 Part B determinations, Anne Arundel County Public Schools has achieved the determination status of "**Needs Assistance, Year 2**."

Attached please find supporting documents:

1. *FFY 2021 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2021 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
3. *FFY 2021 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21); and
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LEAs).

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

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

Thank you for your hard work and commitment to equity and efficiency for excellence. MSDE is committed to supporting the efforts of Anne Arundel County Public Schools to improve results for children and youth with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call Dr. Brian Morrison, Branch Chief, Policy and Accountability, DEI/SES, at 410-767-0863.

Sincerely,

Dr. Deann Collins
Deputy Superintendent
Office of the Deputy Superintendent of Teaching and Learning

DC/BMM:mj

Attachments

c: Sonya McElroy
Alison Barmat
Carmen Brown
Molly Conner
Brian Morrison
Ibijoke Owolabi

Anne Arundel County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators									
SPP/APR Indicators Results Indicator / Compliance Indicator				FFY 2021			Action Required	Previous Results	
				State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2020-2021) COMAR 13A.03.02.09 COMAR 13A.05.01.01			≥ 73.85%	79.04%	Met	Target met. No further action required.	76.09%	68.56%
2	Students with IEPs dropping out (lag data based on 2020-2021) *New Methodology for FFY 2021 COMAR 13A.08.01.07			≤ 13.26%	11.98%	Met	Target met. No further action required.	2.49%	3.88%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 95.00%	98.36%	Met	LEA met 2 of 6 sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to improve participation rates for subject areas with less than 95% participation.	NA	NA
			Reading	≥ 95.00%	98.21%	Met		NA	NA
		8	Mathematics	≥ 95.00%	93.58%	Not Met		NA	NA
			Reading	≥ 95.00%	93.58%	Not Met		NA	NA
		HS	Mathematics	≥ 95.00%	80.17%	Not Met		NA	NA
			Reading	≥ 95.00%	94.26%	Not Met		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥11.00 %	8.29%	Not Met	LEA met 4 of 6 sub-indicators. No further action required.	5.54%	NA
			Reading	≥ 9.70%	14.78%	Met		5.02%	NA
		8	Mathematics	≥ 2.20%	3.15%	Met		1.60%	NA
			Reading	≥ 6.90%	8.06%	Met		5.33%	NA
		HS	Mathematics	≥ 8.50%	5.81%	Not Met		8.10%	NA
			Reading	≥ 14.00%	16.49%	Met		15.03%	NA

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

Anne Arundel County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 25.00%	10.53%	Not Met	LEA did not meet any sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to improve proficiency rates for subject areas that did not meet the state target.	2.56%	NA
			Reading	≥ 40.00%	7.02%	Not Met		7.59%	NA
		8	Mathematics	≥ 33.00%	4.55%	Not Met		NA	NA
			Reading	≥ 50.00%	11.94%	Not Met		NA	NA
		HS	Mathematics	≥ 53.00%	17.88%	Not Met		56.00%	NA
			Reading	≥ 53.00%	20.78%	Not Met		52.00%	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.00	21.40%	Not Met	LEA met 2 of 6 sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to narrow the achievement gap for subject areas that did not meet the state target.	14.74%	NA
			Reading	≤ 17.00	37.04%	Not Met		19.77%	NA
		8	Mathematics	≤ 6.31	15.98%	Not Met		6.63%	NA
			Reading	≤ 24.00	38.70%	Not Met		31.88%	NA
		HS	Mathematics	≤ 34.50	31.59%	Met		45.06%	NA
			Reading	≤ 48.00	42.51%	Met		52.80%	NA
4A	Discrepancy in multiple suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	0.41	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	2.81
	Discrepancy in single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	0.25	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	3.21
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)			≥ 71.00%	74.6%	Met	Target met. No further action required.	72.73%	73.07%

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

Anne Arundel County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	COMAR 13A.05.01.10							
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		≤ 11.75%	8.6%	Met	Target met. No further action required.	9.74%	9.53%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16		≤ 6.25%	7.8%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	8.33%	8.06%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		≥ 62.00%	47.62%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	54.89%	48.81%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		≤ 20.00%	29.73%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	29.35%	21.98%
6C	Students aged 3-5 LRE: Home		≤ 0.33%	0.30%	Met	Target met. No further action required.	0.27%	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥70.50%	78.95%	Met	Target met. No further action required.	58.82%	73.60%
		2. Exits within age expectations	≥53.50%	75.00%	Met	Target met. No further action required.	44.74%	52.08%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥73.00%	75.00%	Met	Target met. No further action required.	65.63%	68.42%
		2. Exits within age expectations	≥51.50%	64.29%	Met	Target met. No further action required.	44.74%	47.92%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥72.00%	86.84%	Met	Target met. No further action required.	75.76%	78.88%
		2. Exits within age expectations	≥60.00%	76.79%	Met	Target met. No further action required.	57.89%	59.11%

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

Anne Arundel County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	COMAR 13A.13.01.09							
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 3-5	≥85.25%	78%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	74%	78%
		Age 6-21	≥72.50%	68%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	69%	67%
		Preschool Response Rate	≥21%	25%	Met	Target met. No further action required.	24%	NA
		School-Age Response Rate	≥9%	13%	Met	Target met. No further action required.	18%	NA
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥25.00%	23.46%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	20.57%	24.85%
		B. Higher ED or employed w/in 1 year of leaving HS	≥57.00%	67.20%	Met	Target met. No further action required.	57.78%	65.44%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	69.58%	Met	Target met. No further action required.	57.96%	69.71%
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*American Indian/Alaska Native*	< 2.00	*	Met	**Disproportionality** in the suspension and expulsion of Black/African American SWD was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	*	*
		Asian	< 2.00	*	Met		*	*
		Black/African American	< 2.00	10.31	Not Met		*	4.06
		Native Hawaiian/ Pacific Islander	< 2.00	*	Met		*	*
		White	< 2.00	*	Met		*	0.18
		2 or more races	< 2.00	*	Met		*	3.03
		Hispanic/Latino	< 2.00	0.76	Met		*	0.63

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

Anne Arundel County Annual Data FFY 2021

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

Anne Arundel County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*American Indian/Alaska Native*	< 2.00	0.84	Met	**Disproportionality** in the identification of SWD by race/ethnicity was not identified. No further action required.	1.03	1.01
		Asian	< 2.00	0.58	Met		0.56	0.62
		Black/African American	< 2.00	1.35	Met		1.40	1.39
		Native Hawaiian/ Pacific Islander	< 2.00	0.50	Met		0.64	0.78
		White	< 2.00	0.97	Met		0.96	0.96
		2 or more races	< 2.00	0.92	Met		0.90	0.88
		Hispanic/Latino	< 2.00	0.83	Met		0.81	0.81

FFY 2021 (SFY 2022) Part B Indicators

SPP/APR Indicators Results Indicator / Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	American Indian/Alaska Native	*	0.96	*	*	*	*	Disproportionality for Black/African American students with Intellectual Disabilities and Emotional Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
		Asian	0.75	0.25	*	0.62	0.35	1.27	
		Black/African American	2.08	1.37	2.04	0.77	1.62	1.43	
		Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
		White	0.72	0.82	0.94	1.47	0.92	0.84	

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

		2 or more races	0.40	0.70	1.03	1.02	1.22	1.23	
		Hispanic/Latino	0.85	1.28	0.44	0.75	0.66	0.72	

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

Anne Arundel County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2021			Action Required	Previous Results	
		State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	93.49%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2020 was corrected within one year of the written finding.	94.72%	96.80%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met	Target met. No further action required.	100%	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required.	100%	100%
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	<100%	<100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	Number of State complaints filed	NA	16	NA	16 complaints received. 5 withdrawn or resolved.	10	13
	Number of State complaints identified with	NA	9	NA	9 complaints required corrective action.	5	7

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

Anne Arundel County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	violation(s)						
	Number of State findings from State complaints corrected in a timely manner	NA	8	NA	1 corrective action not yet due at this time.	1	4
	Number of due process hearings filed	NA	24	NA	No further action required.	14	26
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	0
	Fiscal Accountability: Number of findings identified	NA	≥1	Not Met	Fiscal Finding(s) in FFY 2021 must be corrected within 1 year of notification, consistent with OSEP Memo 09-02.	0	0
	Percentage of students taking the Alternate Assessment: Reading	<1.0%	1.3%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	0.9%	NA
	Percentage of students taking the Alternate Assessment: Math	<1.0%	1.3%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	0.9%	NA
	Percentage of students taking the Alternate Assessment: Science	<1.0%	1.6%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	0.9%	NA
	Number of SWD Restraints	NA	483	NA	94% of LEA's restraints were SWD.	105	NA
	Number of SWD Seclusions	NA	0	NA	LEA reported no seclusions.	NA	NA

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

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Mohammed Choudhury
State Superintendent of Schools

June 16, 2023

Dr. Darryl L. Williams
Superintendent
Baltimore County Public Schools
6901 Charles Street
Towson, MD 21204

Dear Dr. Williams:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES), is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP), to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES, uses a results-based rubric for given indicators to evaluate the performance of each local education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2021 Part B determinations, Baltimore County Public Schools has achieved the determination status of "**Needs Assistance, Year 1 from Needs Intervention**."

Attached please find supporting documents:

1. *FFY 2021 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2021 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
3. *FFY 2021 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21); and
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LEAs).

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

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

Thank you for your hard work and commitment to equity and efficiency for excellence. MSDE is committed to supporting the efforts of Baltimore County Public Schools to improve results for children and youth with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call Dr. Brian Morrison, Branch Chief, Policy and Accountability, DEI/SES, at 410-767-0863.

Sincerely,

Dr. Deann Collins
Deputy Superintendent
Office of the Deputy Superintendent of Teaching and Learning

DC/BMM:mj

Attachments

c: Allison Myers
Alison Barmat
Carmen Brown
Molly Conner
Brian Morrison
Ibijoke Owolabi

Baltimore County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators									
SPP/APR Indicators Results Indicator / Compliance Indicator				FFY 2021			Action Required	Previous Results	
				State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2020-2021) COMAR 13A.03.02.09 COMAR 13A.05.01.01			≥ 73.85%	81.54%	Met	Target met. No further action required.	72.48%	72.28%
2	Students with IEPs dropping out (lag data based on 2020-2021) *New Methodology for FFY 2021 COMAR 13A.08.01.07			≤ 13.26%	9.93%	Met	Target met. No further action required.	4.61%	4.52%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 95.00%	97.50%	Met	LEA met 2 of 6 sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to improve participation rates for subject areas with less than 95% participation.	NA	NA
			Reading	≥ 95.00%	97.41%	Met		NA	NA
		8	Mathematics	≥ 95.00%	90.63%	Not Met		NA	NA
			Reading	≥ 95.00%	92.12%	Not Met		NA	NA
		HS	Mathematics	≥ 95.00%	92.90%	Not Met		NA	NA
			Reading	≥ 95.00%	79.03%	Not Met		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥11.00 %	7.70%	Not Met	LEA met 2 of 6 sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to improve proficiency rates for subject areas that did not meet the state target.	5.76%	NA
			Reading	≥ 9.70%	12.31%	Met		5.93%	NA
		8	Mathematics	≥ 2.20%	1.03%	Not Met		0.19%	NA
			Reading	≥ 6.90%	4.16%	Not Met		3.36%	NA
		HS	Mathematics	≥ 8.50%	1.78%	Not Met		1.48%	NA
			Reading	≥ 14.00%	14.29%	Met		6.39%	NA

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

Baltimore County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 25.00%	28.85%	Met	LEA met 1 of 6 sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to improve proficiency rates for subject areas that did not meet the state target.	7.79%	NA
			Reading	≥ 40.00%	10.58%	Not Met		17.95%	NA
		8	Mathematics	≥ 33.00%	2.40%	Not Met		NA	NA
			Reading	≥ 50.00%	9.60%	Not Met		NA	NA
		HS	Mathematics	≥ 53.00%	23.81%	Not Met		38.89%	NA
			Reading	≥ 53.00%	18.69%	Not Met		37.74%	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.00	18.92%	Not Met	LEA met 3 of 6 sub-indicators. No further action required.	17.00%	NA
			Reading	≤ 17.00	30.91%	Not Met		22.14%	NA
		8	Mathematics	≤ 6.31	6.20%	Met		5.33%	NA
			Reading	≤ 24.00	27.57%	Not Met		30.06%	NA
		HS	Mathematics	≤ 34.50	26.38%	Met		25.37%	NA
			Reading	≤ 48.00	41.23%	Met		49.40%	NA
4A	Discrepancy in multiple suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	0.59	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	2.25
	Discrepancy in single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	0.63	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	3.49
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10			≥ 71.00%	66.7%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	64.90%	64.14%

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

Baltimore County Annual Data FFY 2021

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

Baltimore County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		≤ 11.75%	9.0%	Not Met	Target met. No further action required.	10.50%	10.82%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16		≤ 6.25%	7.6%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	6.71%	6.94%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		≥ 62.00%	69.58%	Met	Target met. No further action required.	61.09%	77.89%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		≤ 20.00%	18.18%	Met	Target met. No further action required.	13.33%	13.02%
6C	Students aged 3-5 LRE: Home		≤ 0.33%	0.00%	Met	Target met. No further action required.	0.00%	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥70.50%	64.99%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	64.53%	68.53%
		2. Exits within age expectations	≥53.50%	41.28%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	46.52%	47.97%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥73.00%	64.21%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	62.57%	64.13%
		2. Exits within age expectations	≥51.50%	40.96%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	46.09%	43.75%
7C	Students aged 3-5 demonstrate use of appropriate behavior	1. Exits with substantial growth	≥72.00%	46.64%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based	52.38%	55.79%

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

Baltimore County Annual Data FFY 2021

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

Baltimore County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	to meet their needs. COMAR 13A.13.01.09					practices to improve student results.		
		2. Exits within age expectations	≥60.00%	46.24%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	53.48%	54.06%
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 3-5	≥85.25%	69%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	82%	84.00%
		Age 6-21	≥72.50%	61%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	66%	70.00%
		Preschool Response Rate	≥21%	25%	Met	Target met. No further action required.	21%	NA
		School-Age Response Rate	≥9%	10%	Met	Target met. No further action required.	10%	NA
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥25.00%	27.79%	Met	Target met. No further action required.	22.11%	24.39%
		B. Higher ED or employed w/in 1 year of leaving HS	≥57.00%	61.63%	Met	Target met. No further action required.	56.32%	60.96%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	62.33%	Met	Target met. No further action required.	56.42%	61.93%
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity Discrepancy exists in the category * Cell size < 5 or N size	*American Indian/Alaska Native*	< 2.00	*	Met	**Disproportionality** in the suspension and expulsion of Black/African American SWD was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	*	*
		Asian	< 2.00	*	Met		*	*
		Black/African American	< 2.00	3.41	Not Met		*	4.15
		Native Hawaiian/ Pacific Islander	< 2.00	*	Met		*	*
		White	< 2.00	0.36	Met		*	0.33
		2 or more races	< 2.00	1.04	Met		*	1.18

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

Baltimore County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	is < 20 COMAR 13A.08.01.21	*Hispanic/Latino*	< 2.00	0.38	Met		*	*
9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*American Indian/Alaska Native*	< 2.00	1.00	Met	**Disproportionality** in the identification of SWD by race/ethnicity was not identified. No further action required.	0.89	0.86
		Asian	< 2.00	0.58	Met		0.55	0.56
		Black/African American	< 2.00	1.26	Met		1.30	1.30
		Native Hawaiian/ Pacific Islander	< 2.00	0.80	Met		0.60	0.42
		White	< 2.00	1.02	Met		0.96	0.97
		2 or more races	< 2.00	1.06	Met		1.10	1.08
		Hispanic/Latino	< 2.00	0.71	Met		0.74	0.74

FFY 2021 (SFY 2022) Part B Indicators

SPP/APR Indicators Results Indicator / Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20	American Indian/Alaska Native	*	1.57	*	1.33	0.77	*	Disproportionality for Black/African American students with Intellectual Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
		Asian	0.70	0.27	*	0.71	0.23	1.30	
		Black/African American	2.35	1.42	1.81	0.67	1.55	1.18	
		Native Hawaiian/ Pacific Islander	*	*	*	*	*	1.75	

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

	COMAR 13A.08.01.21	White	0.55	0.89	0.91	1.83	1.03	0.96	
		2 or more races	0.64	0.99	1.58	0.99	1.20	1.13	
		Hispanic/Latino	0.60	0.91	0.37	0.73	0.46	0.55	

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

Baltimore County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2021			Action Required	Previous Results	
		State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	99.66%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2020 was corrected within one year of the written finding.	94.37%	99.94%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	96.21%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2020 was corrected within one year of the written finding.	81.82%	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required.	100%	100%
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	<100%	<100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used	100%	100%	Met	Target met. No further action required.	100%	100%

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

Baltimore County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	to establish local determination status)						
	Number of State complaints filed	NA	27	NA	27 complaints received. 6 withdrawn or resolved.	18	14
	Number of State complaints identified with violation(s)	NA	18	NA	18 complaints required corrective action.	15	8
	Number of State findings from State complaints corrected in a timely manner	NA	9	NA	9 corrective actions not yet due at this time.	10	3
	Number of due process hearings filed	NA	81	NA	No further action required.	51	73
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	0
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	1
	Percentage of students taking the Alternate Assessment: Reading	<1.0%	1.3%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	1.0%	NA
	Percentage of students taking the Alternate Assessment: Math	<1.0%	1.3%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	1.0%	NA
	Percentage of students taking the Alternate Assessment: Science	<1.0%	1.5%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	0.9%	NA
	Number of SWD Restraints	NA	764	NA	92% of LEA's restraints were SWD.	112	NA
	Number of SWD Seclusions	NA	137	NA	91% of LEA's seclusions were SWD.	35	NA

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

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Mohammed Choudhury
State Superintendent of Schools

June 16, 2023

Dr. Andrae Townsel
Superintendent
Calvert County Public Schools
1305 Dares Beach Road
Prince Frederick, MD 20678

Dear Dr. Townsel:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES), is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP), to make determinations annually regarding the performance of each local Infants and Toddlers Program (LITP) using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§303.700 and 300.703]. The MSDE, DEI/SES, uses a results-based rubric for given indicators to evaluate each LITP's performance in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2021 determinations, the Calvert County Infants and Toddlers Program has achieved the determination status of "**Meets Requirements.**"

Attached please find supporting documents:

1. *FFY 2021 Determination Overview* (identifies the Part C Indicators used to assign a local determination on page one – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2021 Local Determination Scoring Criteria* (provides a six-year graduated results driven accountability plan used to make a local determination by year);
3. *FFY 2021 Annual Report Card on State Performance Plan (SPP)/Annual Performance Report (APR) Part C Indicators* (provides a three-year local data analysis and required actions); and
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LITPs).

To implement a results-driven accountability system, we continue to focus on the three child outcome indicators. In 2020, a revised baseline was prosed to the USDE and new targets established. For FFY 2021, these targets remain unchanged. Please see the attached *Part C Child Outcomes Baselines and Targets for Local Determinations* document. The DEI/SES has developed one set of baselines and targets that are inclusive of both children who receive services from birth to three and children who receive services through an Extended Individualized Family Service Plan (IFSP). The decision to examine child outcomes as one group independent of age was unanimously supported by LITP Directors and Preschool Coordinators through a stakeholder discussion held in 2014. Please note the attached revised baseline and targets for local determinations of Maryland's LITPs will not be included in Maryland's APR to OSEP. For federal reporting, OSEP requested that Maryland report child outcomes data for children birth to three years separately from child outcomes data for children older than three so that comparisons could be made with other states that are not serving children through an IFSP after age three.

The shift to a more balanced accountability approach does not relieve the DEI/SES from ensuring compliance, correction of identified noncompliance, and the receipt of timely and accurate data. As a result of the accountability shift to an increased emphasis on results, an LITP's determination status may be impacted in the future.

To support Maryland's commitment to narrow the opportunity and achievement gaps for infants, toddlers, and young children with disabilities and their families, the implementation of the *DEI/SES Strategic Plan: Moving Maryland Forward* provides a statewide differentiated framework for general supervision and performance support. Based upon comprehensive data analysis (including the SPP/APR local determination status), the Calvert County Infants and Toddlers Program has been assigned the "**Universal**" tier for the delivery of the DEI/SES technical assistance model for results. LITPs assigned to the Universal tier will receive a comprehensive monitoring from the DEI/SES every four years.

LITPs are strongly encouraged to work closely with their Local Interagency Coordinating Council (LICC) and Family Support Centers to perform an analysis of local data and infrastructure. The analysis should guide the development of strategies for data-informed decision-making, increased parent partnerships, strategic collaboration, and the use of evidence-based practices to improve the results for infants, toddlers, and young children with disabilities and their families. As we continue this shift in focus to results-driven accountability, the MSDE, DEI/SES, will provide State and local professional learning opportunities.

Thank you for your hard work and commitment to excellence, equity, and efficiency. MSDE is committed to supporting the efforts of the Calvert County Infants and Toddlers Program to improve results for infants, toddlers, and preschool age children with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call Dr. Brian Morrison, Branch Chief, Policy and Accountability, DEI/SES, at 410-767-0863.

Sincerely,

Dr. Deann Collins
Deputy Superintendent
Office of the Deputy Superintendent of Teaching and Learning

DC/BMM:mj

Attachments

c: Tatiana Owens
Kendy Anderson
Alison Barmat
Carmen Brown
Molly Conner
Brian Morrison
Ibijoke Owolabi

Calvert County Infants and Toddlers Program
Annual Data on Part C State Performance Plan (SPP) Priority Indicators
for the Period July 1, 2021 – June 30, 2022

Part C Annual SPP Performance Report								
SPP/APR Indicators Results Indicator Compliance Indicator			FFY 2021 (SFY 2022)			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2020	FFY 2019
2	Infants and Toddlers with IFSPs who receive services in natural environments COMAR 13A.13.01.07		96.00%	100%	Met	Target met. No further action required.	100%	99.33%
2 Ext IFSP	Infants and Toddlers with IFSPs who receive services in natural environments COMAR 13A.13.01.07		96.00%	100%	Met	Target met. No further action required.	88.89%	95.65%
3A	Birth - 4 Outcomes: Use of social – emotional skills COMAR 13A.13.01.08	1. Exits with substantial growth	59.46%	55.96%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to demonstrate improved child results.	45.45%	41.03%
		2. Exits within age expectations	41.83%	34.68%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to demonstrate improved child results.	37.21%	45.61%
3B	Birth - 4 Outcomes: Use of knowledge and skills COMAR 13A.13.01.08	1. Exits with substantial growth	62.03%	57.26%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to demonstrate improved child results.	50.00%	50.53%
		2. Exits within age expectations	38.21%	29.84%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to demonstrate improved child results.	31.01%	38.60%
3C	Birth - 4 Outcomes: Use of appropriate	1. Exits with substantial growth	61.66%	50.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this	46.43%	47.31%

	behaviors COMAR 13A.13.01.08					letter; identify the root causes and evidence-based practices to demonstrate improved child results.		
		2. Exits within age expectations	39.13%	34.68%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to demonstrate improved child results.	37.98%	44.74%
4	Family Survey: Response Rate – Based on State Mean Response Rate * Less than 10 survey responses		33.3%	72.8%	Met	No further action required.	67%	NA
4A	Families who report EIS helped them know their rights 20 U.S.C. 1416a(3)(A) and 1442		94.00%	99.15%	Met	Target met. No further action required.	100%	92.31%
4B	Families who report EIS helped them communicate their child's needs 20 U.S.C. 1416a(3)(A) and 1442		94.00%	99.15%	Met	Target met. No further action required.	100%	94.87%
4C	Families who report EIS helped them help their children develop and learn 20 U.S.C. 1416a(3)(A) and 1442		94.00%	98.25%	Met	Target met. No further action required.	100%	94.94%
5	Children birth to one served as a percentage of the population birth to one COMAR 13A.13.02.04		1.58%	2.38%	Met	Target met. No further action required. *Percentage based on number of children served divided by jurisdiction's 2020 population data (2021 population data not available at this time).*	1.81%	1.24%
6	Children birth to three served as a percentage of the population birth to 3 COMAR 13A.13.02.04		3.50%	5.00%	Met	Target met. No further action required. *Percentage based on number of children served divided by jurisdiction's 2020 population data (2021 population data not available at this time).*	4.61%	5.33%
1	Timely Delivery of IFSP Services		100%	100%	Met	Target met. No further action required.	100%	100%

Calvert County Infants and Toddlers Program
Annual Data on Part C State Performance Plan (SPP) Priority Indicators
for the Period July 1, 2021 – June 30, 2022

	COMAR 13A.13.01.07						
7	Percentage of toddlers for whom the evaluation and the initial IFSP was within 45 days from the date of referral COMAR 13A.13.01.07	100%	100%	Met	Target met. No further action required.	100%	100%
8A	Percentage of toddlers exiting Part C for whom transition steps and services were added to the IFSP at least 90 days, and not more than nine months, prior to the toddler's third birthday COMAR 13A.13.01.09	100%	100%	Met	Target met. No further action required. Subsequent data demonstrated that the noncompliance identified in FFY 2020 was corrected within one year of the written finding.	100%	95.52%
8B	Percentage of toddlers for whom the LEA and SEA were notified of potential Part B eligibility at least 90 days prior to the third birthday COMAR 13A.13.01.09	100%	100%	Met	Target met. No further action required.	100%	100%
8C	Percentage of children for whom the transition conference was held 90 days, and not more than nine months, prior to the toddler's third birthday COMAR 13A.13.01.09	100%	100%	Met	Target met. No further action required.	100%	100%
	Correction of Noncompliance COMAR 13A.13.02.04	100%	100%	Met	Target met. No further action required.	100%	100%
	Timely and valid data	100%	100%	Met	Target met. No further action required.	100%	100%
	Number of complaints filed	NA	0	NA	No further action required.	0	0
	Number of State complaints identified with violation(s)	NA	0	NA	No further action required.	0	0
	Number of State findings from State complaints	NA	0	NA	No further action required.	0	0

	corrected in a timely manner						
	Number of due process hearings filed	NA	0	NA	No further action required.	0	0
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	0
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Mohammed Choudhury
State Superintendent of Schools

June 16, 2023

Dr. Derek L. Simmons
Superintendent
Caroline County Public Schools
204 Franklin Street
Denton, MD 21629

Dear Dr. Simmons:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES), is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP), to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES, uses a results-based rubric for given indicators to evaluate the performance of each local education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2021 Part B determinations, Caroline County Public Schools has achieved the determination status of "**Meets Requirements**."

Attached please find supporting documents:

1. *FFY 2021 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2021 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
3. *FFY 2021 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21); and
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LEAs).

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

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

Thank you for your hard work and commitment to equity and efficiency for excellence. MSDE is committed to supporting the efforts of Caroline County Public Schools to improve results for children and youth with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call Dr. Brian Morrison, Branch Chief, Policy and Accountability, DEI/SES, at 410-767-0863.

Sincerely,

Dr. Deann Collins
Deputy Superintendent
Office of the Deputy Superintendent of Teaching and Learning

DC/BMM:mj

Attachments

c: Carissa Hollinger
Alison Barmat
Carmen Brown
Molly Conner
Brian Morrison
Ibijoke Owolabi

Caroline County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators									
SPP/APR Indicators Results Indicator / Compliance Indicator				FFY 2021			Action Required	Previous Results	
				State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2020-2021) COMAR 13A.03.02.09 COMAR 13A.05.01.01			≥ 73.85%	71.43%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	75.76%	47.37%
2	Students with IEPs dropping out (lag data based on 2020-2021) *New Methodology for FFY 2021 COMAR 13A.08.01.07			≤ 13.26%	14.29%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	0.57%	1.28%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 95.00%	100.00%	Met	LEA met 5 of 6 sub-indicators. No further action required.	NA	NA
			Reading	≥ 95.00%	100.00%	Met		NA	NA
		8	Mathematics	≥ 95.00%	97.14%	Met		NA	NA
			Reading	≥ 95.00%	100.00%	Met		NA	NA
		HS	Mathematics	≥ 95.00%	100.00%	Met		NA	NA
			Reading	≥ 95.00%	92.59%	Not Met		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥11.00 %	0.00%	Not Met	LEA met 1 of 6 sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to improve proficiency rates for subject areas that did not meet the state target.	0.00%	NA
			Reading	≥ 9.70%	5.71%	Not Met		6.67%	NA
		8	Mathematics	≥ 2.20%	6.06%	Met		0.00%	NA
			Reading	≥ 6.90%	0.00%	Not Met		4.00%	NA
		HS	Mathematics	≥ 8.50%	0.00%	Not Met		12.50%	NA
			Reading	≥ 14.00%	0.00%	Not Met		14.29%	NA
3C	Proficiency rate for	4	Mathematics	≥ 25.00%	0.00%	Not Met	LEA did not meet any of the 6 sub-indicators.	0.00%	NA

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

Caroline County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05		Reading	≥ 40.00%	0.00%	Not Met	Submit an Improvement Plan within 30 days from the date of this letter to improve proficiency rates for subject areas that did not meet the state target.	0.00%	NA
		8	Mathematics	≥ 33.00%	0.00%	Not Met		NA	NA
			Reading	≥ 50.00%	0.00%	Not Met		NA	NA
		HS	Mathematics	≥ 53.00%	0.00%	Not Met		50.00%	NA
			Reading	≥ 53.00%	0.00%	Not Met		50.00%	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.00	20.98%	Not Met	LEA met 2 of 6 sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to narrow the achievement gap for subject areas that did not meet the state target.	11.27%	NA
			Reading	≤ 17.00	38.96%	Not Met		11.59%	NA
		8	Mathematics	≤ 6.31	10.49%	Not Met		1.33%	NA
			Reading	≤ 24.00	34.68%	Not Met		17.22%	NA
		HS	Mathematics	≤ 34.50	21.20%	Met		38.67%	NA
			Reading	≤ 48.00	46.06%	Met		52.47%	NA
4A	Discrepancy in multiple suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	0.20	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*
	Discrepancy in single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	*	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10			≥ 71.00%	80.2%	Met	Target met. No further action required.	81.48%	81.11%

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

Caroline County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		≤ 11.75%	10.2%	Met	Target met. No further action required.	9.55%	10.19%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16		≤ 6.25%	1.9%	Met	Target met. No further action required.	1.17%	1.48%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		≥ 62.00%	82.14%	Met	Target met. No further action required.	79.55%	86.25%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		≤ 20.00%	0.00%	Met	Target met. No further action required.	2.27%	0.00%
6C	Students aged 3-5 LRE: Home		≤ 0.33%	0.00%	Met	Target met. No further action required.	0.00%	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥70.50%	92.86%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	69.57%	60.00%
		2. Exits within age expectations	≥53.50%	77.78%	Met	Target met. No further action required.	60.00%	38.46%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥73.00%	92.31%	Met	Target met. No further action required.	86.96%	79.17%
		2. Exits within age expectations	≥51.50%	77.78%	Met	Target met. No further action required.	60.00%	46.15%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth	≥72.00%	88.89%	Met	Target met. No further action required.	68.18%	52.63%
		2. Exits within age expectations	≥60.00%	72.22%	Met	Target met. No further action required.	56.67%	42.31%
8	Parent Survey Note: Response Rate	Age 3-5	≥85.25%	79%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based	80%	90%

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

Caroline County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	targets based on State mean. * Less than 10 survey responses					practices to improve student results.		
		Age 6-21	≥72.50%	84%	Met	Target met. No further action required.	82%	92%
		Preschool Response Rate	≥21%	64%	Met	Target met. No further action required.	54%	NA
		School-Age Response Rate	≥9%	11%	Met	Target met. No further action required.	23%	NA
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥25.00%	*	NA	No further action required.	*	Small cell size
		B. Higher ED or employed w/in 1 year of leaving HS	≥57.00%	53.57%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	48.48%	50.00%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	53.57%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	54.55%	50.00%
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*American Indian/Alaska Native*	< 2.00	*	NA	**Disproportionality** in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		Asian	< 2.00	*	NA		*	*
		Black/African American	< 2.00	*	NA		*	*
		Native Hawaiian/ Pacific Islander	< 2.00	*	NA		*	*
		White	< 2.00	*	NA		*	*
		2 or more races	< 2.00	*	NA		*	*
		Hispanic/Latino	< 2.00	*	NA		*	*
9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages	*American Indian/Alaska Native*	< 2.00	*	NA	**Disproportionality** in the identification of SWD by race/ethnicity was not identified. No further action required.	*	*
		Asian	< 2.00	*	NA		*	*

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

Caroline County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	6-21 special education of racial groups as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21							
		Black/African American	< 2.00	1.38	Met		1.22	1.41
		Native Hawaiian/ Pacific Islander	< 2.00	*	NA		*	*
		White	< 2.00	1.19	Met		1.28	1.18
		2 or more races	< 2.00	1.04	Met		1.12	1.15
		Hispanic/Latino	< 2.00	0.49	Met		0.43	0.39

FFY 2021 (SFY 2022) Part B Indicators

SPP/APR Indicators Results Indicator / Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality for multi-racial students with Other Health Impairments was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
		Asian	*	*	*	*	*	*	
		Black/African American	1.78	1.83	1.52	0.88	0.99	1.62	
		Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
		White	1.47	0.99	1.19	1.78	1.18	0.67	
		2 or more races	*	0.59	*	0.94	2.09	1.61	

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

Caroline County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

		Hispanic/Latino	*	0.71	*	0.36	0.38	0.69	

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

Caroline County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2021			Action Required	Previous Results	
		State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	100%	Met	Target met. No further action required.	100%	100%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met	Target met. No further action required.	100%	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required.	100%	100%
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	Number of State complaints filed	NA	0	NA	No further action required.	0	0
	Number of State complaints identified with violation(s)	NA	NA	NA	No further action required.	NA	0
	Number of State findings from State complaints corrected in a timely manner	NA	NA	NA	No further action required.	NA	0

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

Caroline County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	Number of due process hearings filed	NA	NA	NA	No further action required.	1	1
	Number of due process hearings identified with violations	NA	NA	NA	No further action required.	0	0
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0
	Percentage of students taking the Alternate Assessment: Reading	<1.0%	0.7%	Met	Target met. No further action required.	0.8%	NA
	Percentage of students taking the Alternate Assessment: Math	<1.0%	0.7%	Met	Target met. No further action required.	0.7%	NA
	Percentage of students taking the Alternate Assessment: Science	<1.0%	0.9%	Met	Target met. No further action required.	0.9%	NA
	Number of SWD Restraints	NA	15	NA	100% of LEA's restraints were SWD.	4	NA
	Number of SWD Seclusions	NA	0	NA	LEA reported no seclusions.	NA	NA

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

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Mohammed Choudhury
State Superintendent of Schools

June 16, 2023

Ms. Cynthia McCabe
Superintendent
Carroll County Public Schools
125 North Court Street
Westminster, MD 21157

Dear Ms. McCabe:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES), is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP), to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES, uses a results-based rubric for given indicators to evaluate the performance of each local education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2021 Part B determinations, Carroll County Public Schools has achieved the determination status of "**Meets Requirements**."

Attached please find supporting documents:

1. *FFY 2021 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2021 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
3. *FFY 2021 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21); and
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LEAs).

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

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

Thank you for your hard work and commitment to equity and efficiency for excellence. MSDE is committed to supporting the efforts of Caroll County Public Schools to improve results for children and youth with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call Dr. Brian Morrison, Branch Chief, Policy and Accountability, DEI/SES, at 410-767-0863.

Sincerely,

Dr. Deann Collins
Deputy Superintendent
Office of the Deputy Superintendent of Teaching and Learning

DC/BMM:mj

Attachments

c: Chris Wittle
Alison Barmat
Carmen Brown
Molly Conner
Brian Morrison
Ibijoke Owolabi

Carroll County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators									
SPP/APR Indicators Results Indicator / Compliance Indicator				FFY 2021			Action Required	Previous Results	
				State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2020-2021) COMAR 13A.03.02.09 COMAR 13A.05.01.01			≥ 73.85%	73.94%	Met	Target met. No further action required.	81.48%	78.74%
2	Students with IEPs dropping out (lag data based on 2020-2021) *New Methodology for FFY 2021 COMAR 13A.08.01.07			≤ 13.26%	9.09%	Met	Target met. No further action required.	2.03%	1.15%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 95.00%	99.60%	Met	Participation of 95% or greater was for all assessed areas. No further action required.	NA	NA
			Reading	≥ 95.00%	100.00%	Met		NA	NA
		8	Mathematics	≥ 95.00%	97.39%	Met		NA	NA
			Reading	≥ 95.00%	98.26%	Met		NA	NA
		HS	Mathematics	≥ 95.00%	100.00%	Met		NA	NA
			Reading	≥ 95.00%	100.00%	Met		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥11.00 %	20.33%	Met	LEA met 3 of 6 sub-indicators. No further action required.	9.48%	NA
			Reading	≥ 9.70%	22.31%	Met		6.03%	NA
		8	Mathematics	≥ 2.20%	2.94%	Met		3.91%	NA
			Reading	≥ 6.90%	4.37%	Not Met		4.90%	NA
		HS	Mathematics	≥ 8.50%	1.49%	Not Met		13.39%	NA
			Reading	≥ 14.00%	13.82%	Not Met		17.74%	NA

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

Carroll County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 25.00%	0.00%	Not Met	LEA met 1 of 6 sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to improve proficiency rates for subject areas that did not meet the state target.	0.00%	NA
			Reading	≥ 40.00%	0.00%	Not Met		6.67%	NA
		8	Mathematics	≥ 33.00%	10.00%	Not Met		NA	NA
			Reading	≥ 50.00%	30.00%	Not Met		NA	NA
		HS	Mathematics	≥ 53.00%	32.00%	Not Met		63.64%	NA
			Reading	≥ 53.00%	64.00%	Met		77.27%	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.00	30.53%	Not Met	LEA met 1 of 6 sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to narrow the achievement gap for subject areas that did not meet the state target.	31.34%	NA
			Reading	≤ 17.00	43.29%	Not Met		29.54%	NA
		8	Mathematics	≤ 6.31	21.18%	Not Met		15.67%	NA
			Reading	≤ 24.00	43.67%	Not Met		30.88%	NA
		HS	Mathematics	≤ 34.50	56.57%	Not Met		59.59%	NA
			Reading	≤ 48.00	35.41%	Met		61.63%	NA
4A	Discrepancy in multiple suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	0.55	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*
	Discrepancy in single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	*	NA	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	4.08
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)			≥ 71.00%	77.9%	Met	Target met. No further action required.	75.27%	75.02%

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

Carroll County Annual Data FFY 2021

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

Carroll County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	COMAR 13A.05.01.10							
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		≤ 11.75%	8.0%	Met	Target met. No further action required.	10.33%	9.73%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16		≤ 6.25%	3.2%	Met	Target met. No further action required.	3.47%	3.52%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		≥ 62.00%	38.07%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	26.63%	49.61%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		≤ 20.00%	26.90%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	33.17%	23.64%
6C	Students aged 3-5 LRE: Home		≤ 0.33%	0.51%	Not Met	Target not met. However, no further action required.	0.00%	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥70.50%	67.90%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	64.06%	65.31%
		2. Exits within age expectations	≥53.50%	41.67%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	32.88%	50.72%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥73.00%	75.31%	Met	Target met. No further action required.	72.06%	63.64%
		2. Exits within age expectations	≥51.50%	36.90%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	41.10%	57.83%
7C	Students aged 3-5 demonstrate use of	1. Exits with substantial growth	≥72.00%	71.25%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter;	77.61%	77.19%

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

Carroll County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	appropriate behavior to meet their needs. COMAR 13A.13.01.09					identify the root causes and evidence-based practices to improve student results.		
		2. Exits within age expectations	≥60.00%	51.19%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	41.10%	53.62%
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 3-5	≥85.25%	78%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	91%	86%
		Age 6-21	≥72.50%	76%	Met	Target met. No further action required.	79%	79%
		Preschool Response Rate	≥21%	77%	Met	Target met. No further action required.	24%	NA
		School-Age Response Rate	≥9%	18%	Met	Target met. No further action required.	10%	NA
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥25.00%	25.45%	Met	Target met. No further action required.	25.31%	28.24%
		B. Higher ED or employed w/in 1 year of leaving HS	≥57.00%	68.48%	Met	Target met. No further action required.	64.20%	73.53%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	74.55%	Met	Target met. No further action required.	65.43%	74.71%
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity Discrepancy exists in the category * Cell size < 5 or N size is < 20	*American Indian/Alaska Native*	< 2.00	*	NA	**Disproportionality** in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		Asian	< 2.00	*	NA		*	*
		Black/African American	< 2.00	*	NA		*	*
		Native Hawaiian/ Pacific Islander	< 2.00	*	NA		*	*
		White	< 2.00	0.36	Met		*	0.48
		2 or more races	< 2.00	*	NA		*	*

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

Carroll County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	COMAR 13A.08.01.21	*Hispanic/Latino*	< 2.00	*	NA		*	*
9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*American Indian/Alaska Native*	< 2.00	2.00	Not Met	**Disproportionality** in the identification of SWD by race/ethnicity was identified for American Indian/Alaska Native students. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.	1.70	1.31
		Asian	< 2.00	0.61	Met		0.60	0.69
		Black/African American	< 2.00	1.15	Met		1.27	1.28
		Native Hawaiian/ Pacific Islander	< 2.00	0.76	Met		0.91	*
		White	< 2.00	0.91	Met		0.91	0.90
		2 or more races	< 2.00	1.34	Met		1.28	1.29
		Hispanic/Latino	< 2.00	1.10	Met		1.05	1.05

FFY 2021 (SFY 2022) Part B Indicators

SPP/APR Indicators Results Indicator / Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality was not identified. No further action required.
		Asian	1.62	0.29	*	0.68	0.55	1.03	
		Black/African American	1.45	1.22	1.22	0.79	1.59	1.41	
		Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	

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

	COMAR 13A.08.01.21	White	0.97	0.79	1.24	0.99	0.81	0.87	
		2 or more races	1.04	1.34	1.58	1.17	1.45	1.37	
		Hispanic/Latino	0.61	1.59	0.43	1.20	1.04	0.85	

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

Carroll County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2021			Action Required	Previous Results	
		State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	99.62%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2020 was corrected within one year of the written finding.	99.00%	99.13%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	92.86%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter.	100%	94.74%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	99.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2020 was corrected within one year of the written finding.	99.80%	99.00%
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	State reported data are timely and accurate.	100%	100%	Met	Target met. No further action required.	100%	100%

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

Carroll County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	(Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)						
	Number of State complaints filed	NA	2	NA	No further action required.	0	2
	Number of State complaints identified with violation(s)	NA	1	NA	1 complaint required corrective action.	NA	1
	Number of State findings from State complaints corrected in a timely manner	NA	0	NA	1 corrective action not due yet.	NA	1
	Number of due process hearings filed	NA	7	NA	No further action required.	7	3
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	0
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0
	Percentage of students taking the Alternate Assessment: Reading	<1.0%	0.8%	Met	Target met. No further action required.	0.8%	NA
	Percentage of students taking the Alternate Assessment: Math	<1.0%	0.9%	Met	Target met. No further action required.	0.8%	NA
	Percentage of students taking the Alternate Assessment: Science	<1.0%	1.1%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	1.0%	NA
	Number of SWD Restraints	NA	298	NA	68% of LEA's restraints were SWD.	48	NA
	Number of SWD Seclusions	NA	190	NA	100% of LEA's seclusions were SWD.	9	NA

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

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Mohammed Choudhury
State Superintendent of Schools

June 16, 2023

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

Dear Dr. Lawson:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES), is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP), to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES, uses a results-based rubric for given indicators to evaluate the performance of each local education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2021 Part B determinations, Cecil County Public Schools has achieved the determination status of "**Needs Assistance, Year 1**."

Attached please find supporting documents:

1. *FFY 2021 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2021 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
3. *FFY 2021 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21); and
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LEAs).

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

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

Thank you for your hard work and commitment to equity and efficiency for excellence. MSDE is committed to supporting the efforts of Cecil County Public Schools to improve results for children and youth with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call Dr. Brian Morrison, Branch Chief, Policy and Accountability, DEI/SES, at 410-767-0863.

Sincerely,

Dr. Deann Collins
Deputy Superintendent
Office of the Deputy Superintendent of Teaching and Learning

DC/BMM:mj

Attachments

c: Rebecca Miller
Alison Barmat
Carmen Brown
Molly Conner
Brian Morrison
Ibijoke Owolabi

Cecil County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators									
SPP/APR Indicators Results Indicator / Compliance Indicator				FFY 2021			Action Required	Previous Results	
				State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2020-2021) COMAR 13A.03.02.09 COMAR 13A.05.01.01			≥ 73.85%	83.05%	Met	Target met. No further action required.	80.62%	75.83%
2	Students with IEPs dropping out (lag data based on 2020-2021) *New Methodology for FFY 2021 COMAR 13A.08.01.07			≤ 13.26%	8.47%	Met	Target met. No further action required.	2.35%	3.15%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 95.00%	97.25%	Met	LEA met 4 of 6 sub-indicators. No further action required.	NA	NA
			Reading	≥ 95.00%	97.25%	Met		NA	NA
		8	Mathematics	≥ 95.00%	95.77%	Met		NA	NA
			Reading	≥ 95.00%	96.83%	Met		NA	NA
		HS	Mathematics	≥ 95.00%	93.48%	Not Met		NA	NA
			Reading	≥ 95.00%	94.30%	Not Met		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥11.00 %	5.36%	Not Met	LEA met 3 of 6 sub-indicators. No further action required.	2.15%	NA
			Reading	≥ 9.70%	7.74%	Not Met		4.32%	NA
		8	Mathematics	≥ 2.20%	3.51%	Met		2.46%	NA
			Reading	≥ 6.90%	7.51%	Met		1.59%	NA
		HS	Mathematics	≥ 8.50%	0.86%	Not Met		2.80%	NA
			Reading	≥ 14.00%	16.91%	Met		4.90%	NA

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

Cecil County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 25.00%	11.11%	Not Met	LEA did not meet any of the 6 sub-indicators. an Improvement Plan within 30 days from the date of this letter to improve proficiency rates for subject areas that did not meet the state target.	0.00%	NA
			Reading	≥ 40.00%	0.00%	Not Met		0.00%	NA
		8	Mathematics	≥ 33.00%	0.00%	Not Met		0.00%	NA
			Reading	≥ 50.00%	20.00%	Not Met		16.67%	NA
		HS	Mathematics	≥ 53.00%	23.08%	Not Met		100%	NA
			Reading	≥ 53.00%	38.46%	Not Met		66.67%	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.00	19.48%	Not Met	LEA met 2 of 6 sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to narrow the achievement gap for subject areas that did not meet the state target.	15.90%	NA
			Reading	≤ 17.00	35.45%	Not Met		13.85%	NA
		8	Mathematics	≤ 6.31	14.06%	Not Met		3.20%	NA
			Reading	≤ 24.00	34.78%	Not Met		25.38%	NA
		HS	Mathematics	≤ 34.50	28.20%	Met		41.28%	NA
			Reading	≤ 48.00	35.91%	Met		65.77%	NA
4A	Discrepancy in multiple suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	0.07	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	1.46	1.39
	Discrepancy in single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	0.48	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	0.21
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)			≥ 71.00%	88.5%	Met	Target met. No further action required.	88.35%	88.62%

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

Cecil County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	COMAR 13A.05.01.10							
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		≤ 11.75%	4.7%	Met	Target met. No further action required.	5.06%	4.10%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16		≤ 6.25%	2.9%	Met	Target met. No further action required.	2.88%	3.50%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		≥ 62.00%	77.78%	Met	Target met. No further action required.	71.51%	76.76%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		≤ 20.00%	0.00%	Met	Target met. No further action required.	0.00%	0.61%
6C	Students aged 3-5 LRE: Home		≤ 0.33%	0.48%	Not Met	Target not met. However, no further action required.	1.12%	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥ 70.50%	62.50%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	72.22%	74.29%
		2. Exits within age expectations	≥ 53.50%	47.76%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	56.34%	57.47%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥ 73.00%	79.63%	Met	Target met. No further action required.	83.08%	72.00%
		2. Exits within age expectations	≥ 51.50%	55.22%	Met	Target met. No further action required.	57.75%	58.62%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥ 72.00%	75.86%	Met	Target met. No further action required.	75.47%	77.14%
		2. Exits within age expectations	≥ 60.00%	56.72%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter;	61.97%	51.69%

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

Cecil County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	COMAR 13A.13.01.09					identify the root causes and evidence-based practices to improve student results.		
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 3-5	≥ 85.25%	88%	Met	Target met. No further action required.	64%	88%
		Age 6-21	≥ 72.50%	68%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	66%	71%
		Preschool Response Rate	≥ 21%	12%	Not Met	Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	10%	NA
		School-Age Response Rate	≥ 9%	6%	Not Met	Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	7%	NA
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥ 25.00%	*	N/A	No further action required	13.08%	16.67%
		B. Higher ED or employed w/in 1 year of leaving HS	≥ 57.00%	70.34%	Met	Target met. No further action required.	61.54%	64.14%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥ 58.00%	71.19%	Met	Target met. No further action required.	61.54%	68.33%
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*American Indian/Alaska Native*	< 2.00	*	N/A	**Disproportionality** in the suspension and expulsion of Black/African American SWD was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	*	*
		Asian	< 2.00	*	N/A		*	*
		Black/African American	< 2.00	3.02	Not Met		*	*
		Native Hawaiian/ Pacific Islander	< 2.00	*	N/A		*	*
		White	< 2.00	0.42	Met		*	0.32
		2 or more races	< 2.00	*	N/A		*	*
		Hispanic/Latino	< 2.00	*	N/A		*	*

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

Cecil County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*American Indian/Alaska Native*	< 2.00	0.95	Met	**Disproportionality** in the identification of SWD by race/ethnicity was not identified. No further action required.	*	0.98
		Asian	< 2.00	0.41	Met		0.40	0.35
		Black/African American	< 2.00	1.09	Met		1.19	1.10
		Native Hawaiian/ Pacific Islander	< 2.00	*	N/A		1.46	*
		White	< 2.00	1.06	Met		1.02	1.05
		2 or more races	< 2.00	0.88	Met		0.91	0.93
		Hispanic/Latino	< 2.00	0.90	Met		0.85	0.89

FFY 2021 (SFY 2022) Part B Indicators

SPP/APR Indicators Results Indicator / Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality for Black/African American students with Intellectual Disabilities was identified. Disproportionality for multi-racial students with Emotional Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
		Asian	*	*	*	*	*	*	
		Black/African American	3.15	0.98	0.58	0.99	0.96	0.73	
		Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
		White	0.82	1.02	1.09	1.30	1.15	0.75	

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

Cecil County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

		2 or more races	*	0.91	2.28	0.80	0.71	1.53	
		Hispanic/Latino	1.12	1.10	*	0.69	0.78	1.08	

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

Cecil County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2021			Action Required	Previous Results	
		State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	99.41%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2020 was corrected within one year of the written finding.	96.18%	97.49%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met	Target met. No further action required.	100%	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required.	100%	100%
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	Number of State complaints filed	NA	1	NA	No further action required.	1	1

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

Cecil County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	Number of State complaints identified with violation(s)	NA	1	NA	1 complaint required corrective action.	NA	0
	Number of State findings from State complaints corrected in a timely manner	NA	0	NA	1 corrective action not due yet.	NA	0
	Number of due process hearings filed	NA	1	NA	No further action required.	0	3
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	0
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0
	Percentage of students taking the Alternate Assessment: Reading	<1.0%	0.8%	Met	Target met. No further action required.	0.7%	NA
	Percentage of students taking the Alternate Assessment: Math	<1.0%	0.8%	Met	Target met. No further action required.	0.7%	NA
	Percentage of students taking the Alternate Assessment: Science	<1.0%	1.3%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	0.8%	NA
	Number of SWD Restraints	NA	47	NA	61% of LEA's restraints were SWD.	29	NA
	Number of SWD Seclusions	NA	49	NA	75% of LEA's seclusions were SWD.	13	NA

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

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Mohammed Choudhury
State Superintendent of Schools

June 16, 2023

Dr. Maria V. Navarro
Superintendent
Charles County Public Schools
P.O. Box 2770
LaPlata, MD 20646

Dear Dr. Navarro:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES), is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP), to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES, uses a results-based rubric for given indicators to evaluate the performance of each local education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2021 Part B determinations, Charles County Public Schools has achieved the determination status of "**Meets Requirements**."

Attached please find supporting documents:

1. *FFY 2021 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2021 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
3. *FFY 2021 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21); and
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LEAs).

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

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

Thank you for your hard work and commitment to equity and efficiency for excellence. MSDE is committed to supporting the efforts of Charles County Public Schools to improve results for children and youth with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call Dr. Brian Morrison, Branch Chief, Policy and Accountability, DEI/SES, at 410-767-0863.

Sincerely,

Dr. Deann Collins
Deputy Superintendent
Office of the Deputy Superintendent of Teaching and Learning

DC/BMM:mj

Attachments

c: Tia McKinnon
Alison Barmat
Carmen Brown
Molly Conner
Brian Morrison
Ibijoke Owolabi

Charles County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators									
SPP/APR Indicators Results Indicator / Compliance Indicator				FFY 2021			Action Required	Previous Results	
				State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2020-2021) COMAR 13A.03.02.09 COMAR 13A.05.01.01			≥ 73.85%	84.02%	Met	Target met. No further action required.	85.57%	83.81%
2	Students with IEPs dropping out (lag data based on 2020-2021) *New Methodology for FFY 2021 COMAR 13A.08.01.07			≤ 13.26%	5.67%	Met	Target met. No further action required.	1.18%	1.56%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 95.00%	99.49%	Met	LEA met 5 of 6 sub-indicators. No further action required.	NA	NA
			Reading	≥ 95.00%	99.49%	Met		NA	NA
		8	Mathematics	≥ 95.00%	95.48%	Met		NA	NA
			Reading	≥ 95.00%	97.74%	Met		NA	NA
		HS	Mathematics	≥ 95.00%	91.84%	Not Met		NA	NA
			Reading	≥ 95.00%	97.58%	Met		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥11.00 %	2.16%	Not Met	LEA met 1 of 6 sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to improve proficiency rates for subject areas that did not meet the state target.	2.42%	NA
			Reading	≥ 9.70%	5.41%	Not Met		2.41%	NA
		8	Mathematics	≥ 2.20%	1.04%	Not Met		0.00%	NA
			Reading	≥ 6.90%	4.55%	Not Met		2.31%	NA
		HS	Mathematics	≥ 8.50%	4.35%	Not Met		3.92%	NA
			Reading	≥ 14.00%	15.11%	Met		9.27%	NA

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

Charles County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 25.00%	9.09%	Not Met	LEA did not meet any of 6 sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to improve proficiency rates for subject areas that did not meet the state target.	23.53%	NA
			Reading	≥ 40.00%	0.00%	Not Met		29.41%	NA
		8	Mathematics	≥ 33.00%	0.00%	Not Met		NA	NA
			Reading	≥ 50.00%	5.56%	Not Met		NA	NA
		HS	Mathematics	≥ 53.00%	4.55%	Not Met		NA	NA
			Reading	≥ 53.00%	4.55%	Not Met		NA	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.00	17.35%	Not Met	LEA met 2 of 6 sub-indicator. Submit an Improvement Plan within 30 days from the date of this letter to narrow the achievement gap for subject areas that did not meet the state target.	6.81%	NA
			Reading	≤ 17.00	33.40%	Not Met		15.13%	NA
		8	Mathematics	≤ 6.31	12.99%	Not Met		3.07%	NA
			Reading	≤ 24.00	33.34%	Not Met		20.15%	NA
		HS	Mathematics	≤ 34.50	26.69%	Met		30.80%	NA
			Reading	≤ 48.00	31.88%	Met		49.41%	NA
4A	Discrepancy in multiple suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	0.29	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	0.27
	Discrepancy in single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	0.04	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	1.16
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)			≥ 71.00%	64.3%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based	60.72%	62.82%

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

Charles County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	COMAR 13A.05.01.10					practices to improve student results.		
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		≤ 11.75%	17.1%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	18.84%	18.01%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16		≤ 6.25%	1.9%	Met	Target met. No further action required.	2.32%	2.64%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		≥ 62.00%	79.72%	Met	Target met. No further action required.	84.38%	73.30%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		≤ 20.00%	0.00%	Met	Target met. No further action required.	0.31%	0.00%
6C	Students aged 3-5 LRE: Home		≤ 0.33%	0.00%	Met	Target met. No further action required.	0.00%	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥70.50%	77.78%	Met	Target met. No further action required.	76.00%	81.25%
		2. Exits within age expectations	≥53.50%	37.68%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	33.77%	48.78%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥73.00%	73.85%	Met	Target met. No further action required.	76.71%	84.00%
		2. Exits within age expectations	≥ 51.50%	42.03%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	36.36%	50.00%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥ 72.00%	72.13%	Met	Target met. No further action required.	79.17%	83.71%
		2. Exits within age expectations	≥ 60.00%	36.23%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter;	46.75%	52.44%

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

Charles County Annual Data FFY 2021

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

Charles County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	COMAR 13A.13.01.09					identify the root causes and evidence-based practices to improve student results.		
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 3-5	≥ 85.25%	47%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	77%	83%
		Age 6-21	≥ 72.50%	75%	Met	Target met. No further action required.	67%	68%
		Preschool Response Rate	≥ 21%	7%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	11%	NA
		School-Age Response Rate	≥ 9%	6%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	8%	NA
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥ 25.00%	23.71%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	28.08%	23.96%
		B. Higher ED or employed w/in 1 year of leaving HS	≥ 57.00%	60.31%	Met	Target met. No further action required.	54.19%	65.10%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥ 58.00%	61.34%	Met	Target met. No further action required.	55.67%	72.40%
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity Discrepancy exists in the category * Cell size < 5 or N size	*American Indian/Alaska Native*	< 2.00	*	N/A	**Disproportionality** in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		Asian	< 2.00	*	N/A		*	*
		Black/African American	< 2.00	1.86	Met		*	1.53
		Native Hawaiian/ Pacific Islander	< 2.00	*	N/A		*	*
		White	< 2.00	*	N/A		*	*

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

Charles County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	is < 20 COMAR 13A.08.01.21	*2 or more races*	< 2.00	*	N/A		*	*
		Hispanic/Latino	< 2.00	*	N/A		*	*
9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*American Indian/Alaska Native*	< 2.00	0.97	Met	**Disproportionality** in the identification of SWD by race/ethnicity was not identified. No further action required.	0.58	1.19
		Asian	< 2.00	0.63	Met		1.26	0.58
		Black/African American	< 2.00	1.22	Met		*	1.26
		Native Hawaiian/ Pacific Islander	< 2.00	*	N/A		0.68	*
		White	< 2.00	1.03	Met		0.81	1.00
		2 or more races	< 2.00	0.84	Met		1.42	0.81
		Hispanic/Latino	< 2.00	0.73	Met		1.01	0.69

FFY 2021 (SFY 2022) Part B Indicators

SPP/APR Indicators Results Indicator / Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification Discrepancy exists	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality was not identified. No further action required.
		Asian	1.28	*	*	0.58	*	1.42	
		Black/African American	1.07	1.54	1.13	0.90	1.19	1.42	

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

	in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
		White	1.37	0.62	1.73	1.50	1.34	0.83	
		2 or more races	*	0.98	0.59	1.06	1.02	0.73	
		Hispanic/Latino	0.86	0.92	0.33	0.68	0.41	0.60	

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

Charles County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2021			Action Required	Previous Results	
		State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	98.35%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2019 was corrected within one year of the written finding.	98.53%	99.06%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	97.50%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter.	100%	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required.	100%	97%
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	<100%	Not Met	Target not met. Complaint #22-059 not corrected within 1 year as required by OSEP Memo 09-02.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	Number of State complaints filed	NA	12	NA	No further action required.	8	8

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

Charles County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	Number of State complaints identified with violation(s)	NA	10	NA	10 complaints required corrective action.	6	6
	Number of State findings from State complaints corrected in a timely manner	NA	8	NA	1 corrective actions not yet due at this time. 1 corrective action not completed in a timely manner.	1	5
	Number of due process hearings filed	NA	2	NA	No further action required.	1	2
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	0
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0
	Percentage of students taking the Alternate Assessment: Reading	<1.0%	0.8%	Met	Target met. No further action required.	0.6%	NA
	Percentage of students taking the Alternate Assessment: Math	<1.0%	0.8%	Met	Target met. No further action required.	0.6%	NA
	Percentage of students taking the Alternate Assessment: Science	<1.0%	1.0%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	0.5%	NA
	Number of SWD Restraints	NA	197	NA	85% of LEA's restraints were SWD.	46	NA
	Number of SWD Seclusions	NA	232	NA	100% of LEA's seclusions were SWD.	24	NA

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

MARYLAND STATE DEPARTMENT OF
EDUCATION
EQUITY AND EXCELLENCE

Mohammed Choudhury
State Superintendent of Schools

June 16, 2023

Mr. W. David Bromwell, Jr.
Superintendent
Dorchester County Board of Education
700 Glasgow Street
Cambridge, MD 21613

Dear Mr. Bromwell:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES), is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP), to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES, uses a results-based rubric for given indicators to evaluate the performance of each local education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2021 Part B determinations, Dorchester County Public Schools has achieved the determination status of "**Meets Requirements**."

Attached please find supporting documents:

1. *FFY 2021 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2021 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
3. *FFY 2021 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21); and
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LEAs).

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

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

Thank you for your hard work and commitment to equity and efficiency for excellence. MSDE is committed to supporting the efforts of Dorchester County Public Schools to improve results for children and youth with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call Dr. Brian Morrison, Branch Chief, Policy and Accountability, DEI/SES, at 410-767-0863.

Sincerely,

Dr. Deann Collins
Deputy Superintendent
Office of the Deputy Superintendent of Teaching and Learning

DC/BMM:mj

Attachments

c: Kim Waller
Alison Barmat
Carmen Brown
Molly Conner
Brian Morrison
Ibijoke Owolabi

Dorchester County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators									
SPP/APR Indicators Results Indicator / Compliance Indicator				FFY 2021			Action Required	Previous Results	
				State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2020-2021) COMAR 13A.03.02.09 COMAR 13A.05.01.01			≥ 73.85%	73.33%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	67.74%	62.50%
2	Students with IEPs dropping out (lag data based on 2020-2021) *New Methodology for FFY 2021 COMAR 13A.08.01.07			≤ 13.26%	10.00%	Met	Target met. No further action required.	5.77%	2.86%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 95.00%	100.00%	Met	LEA met 2 of 6 sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to improve participation rates for subject areas with less than 95% participation.	NA	NA
			Reading	≥ 95.00%	100.00%	Met		NA	NA
		8	Mathematics	≥ 95.00%	93.33%	Not Met		NA	NA
			Reading	≥ 95.00%	90.00%	Not Met		NA	NA
		HS	Mathematics	≥ 95.00%	87.50%	Not Met		NA	NA
			Reading	≥ 95.00%	93.75%	Not Met		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥11.00 %	0.00%	Not Met	Proficiency targets were not achieved for any grade or subject area. Submit an Improvement Plan within 30 days from the date of this letter to improve proficiency rates for subject areas that did not meet the state target.	9.68%	NA
			Reading	≥ 9.70%	3.85%	Not Met		12.12%	NA
		8	Mathematics	≥ 2.20%	0.00%	Not Met		0.00%	NA
			Reading	≥ 6.90%	0.00%	Not Met		0.00%	NA
		HS	Mathematics	≥ 8.50%	0.00%	Not Met		4.00%	NA
			Reading	≥ 14.00%	9.09%	Not Met		12.00%	NA

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

Dorchester County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 25.00%	0.00%	Not Met	LEA met 1 of 6 sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to improve proficiency rates for subject areas that did not meet the state target.	NA	NA
			Reading	≥ 40.00%	0.00%	Not Met		NA	NA
		8	Mathematics	≥ 33.00%	0.00%	Not Met		NA	NA
			Reading	≥ 50.00%	50.00%	Met		NA	NA
		HS	Mathematics	≥ 53.00%	0.00%	Not Met		100%	NA
			Reading	≥ 53.00%	0.00%	Not Met		75.00%	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.00	15.58%	Not Met	LEA met 2 of 6 sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to narrow the achievement gap for subject areas that did not meet the state target.	-1.61%	NA
			Reading	≤ 17.00	26.82%	Not Met		6.79%	NA
		8	Mathematics	≤ 6.31	8.55%	Not Met		4.14%	NA
			Reading	≤ 24.00	31.10%	Not Met		15.64%	NA
		HS	Mathematics	≤ 34.50	13.29%	Met		33.07%	NA
			Reading	≤ 48.00	33.89%	Met		42.55%	NA
4A	Discrepancy in multiple suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	0.05	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*
	Discrepancy in single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	0.18	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	0.23
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)			≥ 71.00%	81.0%	Met	Target met. No further action required.	79.46%	79.43%

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

Dorchester County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	COMAR 13A.05.01.10							
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		≤ 11.75%	5.6%	Met	Target met. No further action required.	5.45%	6.15%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16		≤ 6.25%	3.4%	Met	Target met. No further action required.	1.98%	2.36%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		≥ 62.00%	93.55%	Met	Target met. No further action required.	51.85%	79.66%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		≤ 20.00%	0.00%	Met	Target met. No further action required.	0.00%	0.00%
6C	Students aged 3-5 LRE: Home		≤ 0.33%	0.00%	Met	Target met. No further action required.	0.00%	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥ 70.50%	71.43%	Not Met	Target met. No further action required.	70.00%	88.89%
		2. Exits within age expectations	≥ 53.50%	70.00%	Met	Target met. No further action required.	60.00%	42.86%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥ 73.00%	73.33%	Met	Target met. No further action required.	50.00%	73.68%
		2. Exits within age expectations	≥ 51.50%	70.00%	Met	Target met. No further action required.	46.67%	42.86%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth	≥ 72.00%	75.00%	Met	Target met. No further action required.	55.56%	90.00%
		2. Exits within age expectations	≥ 60.00%	70.00%	Met	Target met. No further action required.	53.33%	42.86%
8	Parent Survey	Age 3-5	≥ 85.25%	*	NA	No further action required.	*	*

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

Dorchester County Annual Data FFY 2021

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

Dorchester County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 6-21	≥ 72.50%	65%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	60%	81%
		Preschool Response Rate	≥ 21%	18%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	17%	NA
		School-Age Response Rate	≥ 9%	6%	Met	Target met. No further action required.	25%	NA
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥ 25.00%	*	NA	No further action required.	*	Small cell size
		B. Higher ED or employed w/in 1 year of leaving HS	≥ 57.00%	63.33%	Met	Target met. No further action required.	38.71%	64.52%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥ 58.00%	63.33%	Met	Target met. No further action required.	41.94%	70.97%
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*American Indian/Alaska Native*	< 2.00	*	NA	**Disproportionality** in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		Asian	< 2.00	*	NA		*	*
		Black/African American	< 2.00	*	NA		*	*
		Native Hawaiian/ Pacific Islander	< 2.00	*	NA		*	*
		White	< 2.00	*	NA		*	*
		2 or more races	< 2.00	*	NA		*	*
		Hispanic/Latino	< 2.00	*	NA		*	*
9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages 6-21 special education	*American Indian/Alaska Native*	< 2.00	*	NA	**Disproportionality** in the identification of SWD by race/ethnicity was not identified. No further action required.	*	*
		Asian	< 2.00	*	NA		*	*

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

Dorchester County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	of racial groups as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*Black/African American*	< 2.00	1.03	Met		1.03	1.06
		Native Hawaiian/ Pacific Islander	< 2.00	*	NA		*	*
		White	< 2.00	1.06	Met		1.06	1.01
		2 or more races	< 2.00	0.94	Met		1.02	1.00
		Hispanic/Latino	< 2.00	0.84	Met		0.84	0.96

FFY 2021 (SFY 2022) Part B Indicators

SPP/APR Indicators Results Indicator / Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality for Black/African American students with Intellectual Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
		Asian	*	*	*	*	*	*	
		Black/African American	3.15	0.98	0.58	0.99	0.96	0.73	
		Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
		White	0.45	1.30	1.40	1.14	1.13	1.21	
		2 or more races	*	*	*	1.05	1.42	0.75	

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

Dorchester County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

		Hispanic/Latino	*	0.87	*	0.76	*	1.50	

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

Dorchester County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2021			Action Required	Previous Results	
		State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	100%	Met	Target met. No further action required.	100%	100%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met	Target Met. No further action required.	NA	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required.	100%	100%
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	Number of State complaints filed	NA	1	NA	No further action required.	0	0
	Number of State complaints identified with violation(s)	NA	1	NA	No further action required.	NA	0
	Number of State findings from State complaints corrected in a timely manner	NA	0	NA	1 corrective action not due yet.	NA	0

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

Dorchester County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	Number of due process hearings filed	NA	0	NA	No further action required.	0	0
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	0
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	2
	Percentage of students taking the Alternate Assessment: Reading	<1.0%	1.0%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	1.0%	NA
	Percentage of students taking the Alternate Assessment: Math	<1.0%	1.0%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	1.0%	NA
	Percentage of students taking the Alternate Assessment: Science	<1.0%	1.6%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	0.9%	NA
	Number of SWD Restraints	NA	26	NA	72% of LEA's restraints were SWD.	1	NA
	Number of SWD Seclusions	NA	0	NA	LEA reported no seclusions.	NA	NA

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

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Mohammed Choudhury
State Superintendent of Schools

June 16, 2023

Dr. Cheryl L. Dyson
Superintendent
Frederick County Public Schools
191 South East Street
Frederick, MD 21701

Dear Dr. Dyson:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES), is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP), to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES, uses a results-based rubric for given indicators to evaluate the performance of each local education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2021 Part B determinations, Frederick County Public Schools has achieved the determination status of "**Needs Assistance, Year 1**."

Attached please find supporting documents:

1. *FFY 2021 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2021 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
3. *FFY 2021 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21); and
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LEAs).

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

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

Thank you for your hard work and commitment to equity and efficiency for excellence. MSDE is committed to supporting the efforts of Frederick County Public Schools to improve results for children and youth with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call Dr. Brian Morrison, Branch Chief, Policy and Accountability, DEI/SES, at 410-767-0863.

Sincerely,

Dr. Deann Collins
Deputy Superintendent
Office of the Deputy Superintendent of Teaching and Learning

DC/BMM:mj

Attachments

c: Troy Keller
Alison Barmat
Carmen Brown
Molly Conner
Brian Morrison
Ibijoke Owolabi

Frederick County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators									
SPP/APR Indicators Results Indicator / Compliance Indicator				FFY 2021			Action Required	Previous Results	
				State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2020-2021) COMAR 13A.03.02.09 COMAR 13A.05.01.01			≥ 73.85%	85.76%	Met	Target met. No further action required.	81.29%	76.31%
2	Students with IEPs dropping out (lag data based on 2020-2021) *New Methodology for FFY 2021 COMAR 13A.08.01.07			≤ 13.26%	6.44%	Met	Target met. No further action required.	0.23%	0.54%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 95.00%	99.72%	Met	Participation of 95% or greater was for all assessed areas. No further action required.	NA	NA
			Reading	≥ 95.00%	99.15%	Met		NA	NA
		8	Mathematics	≥ 95.00%	97.84%	Met		NA	NA
			Reading	≥ 95.00%	97.57%	Met		NA	NA
		HS	Mathematics	≥ 95.00%	98.01%	Met		NA	NA
			Reading	≥ 95.00%	97.54%	Met		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥11.00 %	13.00%	Met	LEA met 5 of 6 sub-indicators. No further action required.	9.88%	NA
			Reading	≥ 9.70%	17.76%	Met		9.77%	NA
		8	Mathematics	≥ 2.20%	4.67%	Met		3.56%	NA
			Reading	≥ 6.90%	8.44%	Met		6.27%	NA
		HS	Mathematics	≥ 8.50%	7.23%	Not Met		27.41%	NA
			Reading	≥ 14.00%	25.83%	Met		26.34%	NA

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

Frederick County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 25.00%	19.35%	Not Met	LEA did not meet any of the 6 sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to improve proficiency rates for subject areas that did not meet the state target.	3.85%	NA
			Reading	≥ 40.00%	6.45%	Not Met		30.77%	NA
		8	Mathematics	≥ 33.00%	2.38%	Not Met		NA	NA
			Reading	≥ 50.00%	21.43%	Not Met		NA	NA
		HS	Mathematics	≥ 53.00%	21.74%	Not Met		56.25%	NA
			Reading	≥ 53.00%	28.26%	Not Met		31.25%	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.00	24.29%	Not Met	LEA met 1 of 6 sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to narrow the achievement gap for subject areas that did not meet the state target.	22.07%	NA
			Reading	≤ 17.00	38.63%	Not Met		22.85%	NA
		8	Mathematics	≤ 6.31	20.84%	Not Met		9.12%	NA
			Reading	≤ 24.00	40.26%	Not Met		31.96%	NA
		HS	Mathematics	≤ 34.50	36.47%	Not Met		49.15%	NA
			Reading	≤ 48.00	38.33%	Met		54.92%	NA
4A	Discrepancy in multiple suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	0.30	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*
	Discrepancy in single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	0.38	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)			≥ 71.00%	83.4%	Met	Target met. No further action required.	82.20%	82.86%

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

Frederick County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	COMAR 13A.05.01.10							
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		≤ 11.75%	6.9%	Met	Target met. No further action required.	7.05%	6.83%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16		≤ 6.25%	4.1%	Met	Target met. No further action required.	4.77%	4.38%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		≥ 62.00%	57.30%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	72.20%	55.85%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		≤ 20.00%	1.57%	Met	Target met. No further action required.	1.94%	4.95%
6C	Students aged 3-5 LRE: Home		≤ 0.33%	0.67%	Not Met	Target not met. However, no further action required.	0.43%	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥ 70.50%	82.94%	Met	Target met. No further action required.	85.97%	84.80%
		2. Exits within age expectations	≥ 53.50%	60.76%	Met	Target met. No further action required.	61.00%	68.75%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥ 73.00%	85.97%	Met	Target met. No further action required.	84.75%	80.78%
		2. Exits within age expectations	≥ 51.50%	61.18%	Met	Target met. No further action required.	58.92%	68.33%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth	≥ 72.00%	82.94%	Met	Target met. No further action required.	83.50%	84.31%
		2. Exits within age expectations	≥ 60.00%	66.67%	Met	Target met. No further action required.	66.80%	70.24%
8	Parent Survey	Age 3-5	≥ 85.25%	75%	Not Met	Target not met. Submit an Improvement Plan	78%	85%

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

Frederick County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	Note: Response Rate targets based on State mean. * Less than 10 survey responses					within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.		
		Age 6-21	≥ 72.50%	74%	Met	Target met. No further action required.	80%	76%
		Preschool Response Rate	≥ 21%	15%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	16%	NA
		School-Age Response Rate	≥ 9%	9%	Met	Target met. No further action required.	8%	NA
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥ 25.00%	32.88%	Met	Target met. No further action required.	24.15%	33.90%
		B. Higher ED or employed w/in 1 year of leaving HS	≥ 57.00%	71.53%	Met	Target met. No further action required.	60.37%	69.15%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥ 58.00%	71.86%	Met	Target met. No further action required.	60.68%	71.19%
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*American Indian/Alaska Native*	< 2.00	*	Met	**Disproportionality** in the suspension and expulsion of Black/African American SWD was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	*	*
		Asian	< 2.00	*	Met		*	*
		Black/African American	< 2.00	3.54	Not Met		*	*
		Native Hawaiian/ Pacific Islander	< 2.00	*	Met		*	*
		White	< 2.00	*	Met		*	*
		2 or more races	< 2.00	*	Met		*	*
		Hispanic/Latino	< 2.00	*	Met		*	*
9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages	*American Indian/Alaska Native*	< 2.00	1.27	Met	**Disproportionality** in the identification of SWD by race/ethnicity was not identified. No further action required.	1.33	1.38
		Asian	< 2.00	0.50	Met		0.48	0.50

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

Frederick County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	6-21 special education of racial groups as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21							
		Black/African American	< 2.00	1.25	Met		1.27	1.35
		Native Hawaiian/ Pacific Islander	< 2.00	1.09	Met		0.70	0.93
		White	< 2.00	1.08	Met		1.07	1.00
		2 or more races	< 2.00	0.98	Met		0.99	1.03
		Hispanic/Latino	< 2.00	0.91	Met		0.90	0.92

FFY 2021 (SFY 2022) Part B Indicators

SPP/APR Indicators Results Indicator / Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality was not identified. No further action required.
		Asian	0.62	0.19	*	0.66	0.37	1.24	
		Black/African American	1.30	1.28	1.73	0.87	1.28	1.41	
		Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
		White	0.82	0.88	1.22	1.24	1.33	0.90	
		2 or more races	*	0.94	1.07	1.08	0.90	0.83	

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

Frederick County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

		Hispanic/Latino	1.62	1.39	0.54	0.87	0.68	0.84	

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

Frederick County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2021			Action Required	Previous Results	
		State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	99.56%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	100%	99.86%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	93.14%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	100%	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required.	100%	100%
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	< 100%	Not Met	Target not met. Complaint #22-059 not corrected within 1 year as required by OSEP Memo 09-02.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	Number of State complaints filed	NA	6	NA	2 complaints withdrawn or resolved.	3	2
	Number of State complaints identified with violation(s)	NA	2	NA	2 complaint required corrective action.	1	1
	Number of State findings from State complaints corrected in a timely manner	NA	0	NA	1 corrective action1 not yet due at this time. 1 corrective action not completed in a timely	1	1

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

Frederick County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

					manner.		
	Number of due process hearings filed	NA	19	NA	No further action required.	13	9
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	2
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	1
	Percentage of students taking the Alternate Assessment: Reading	<1.0%	1.0%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	0.9%	NA
	Percentage of students taking the Alternate Assessment: Math	<1.0%	1.0%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	0.8%	NA
	Percentage of students taking the Alternate Assessment: Science	<1.0%	1.3%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	0.8%	NA
	Number of SWD Restraints	NA	188	NA	73% of LEA's restraints were SWD.	62	NA
	Number of SWD Seclusions	NA	25	NA	100% of LEA's seclusions were SWD.	42	NA

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

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Mohammed Choudhury
State Superintendent of Schools

June 16, 2023

Mrs. Barbara Baker
Superintendent
Garrett County Public Schools
40 South Second Street
Oakland, MD 21550

Dear Mrs. Baker:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES), is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP), to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES, uses a results-based rubric for given indicators to evaluate the performance of each local education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2021 Part B determinations, Garrett County Public Schools has achieved the determination status of "**Meets Requirements**."

Attached please find supporting documents:

1. *FFY 2021 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2021 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
3. *FFY 2021 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21); and
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LEAs).

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

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

Thank you for your hard work and commitment to equity and efficiency for excellence. MSDE is committed to supporting the efforts of Garrett County Public Schools to improve results for children and youth with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call Dr. Brian Morrison, Branch Chief, Policy and Accountability, DEI/SES, at 410-767-0863.

Sincerely,

Dr. Deann Collins
Deputy Superintendent
Office of the Deputy Superintendent of Teaching and Learning

DC/BMM:mj

Attachments

c: Chelsie Manges
Alison Barmat
Carmen Brown
Molly Conner
Brian Morrison
Ibijoke Owolabi

Garrett County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators									
SPP/APR Indicators Results Indicator / Compliance Indicator				FFY 2021			Action Required	Previous Results	
				State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2020-2021) COMAR 13A.03.02.09 COMAR 13A.05.01.01			≥ 73.85%	65.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	58.82%	66.67%
2	Students with IEPs dropping out (lag data based on 2020-2021) *New Methodology for FFY 2021 COMAR 13A.08.01.07			≤ 13.26%	15.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	4.49%	1.94%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 95.00%	100.00%	Met	Participation of 95% or greater was for all assessed areas. No further action required.	NA	NA
			Reading	≥ 95.00%	100.00%	Met		NA	NA
		8	Mathematics	≥ 95.00%	95.83%	Met		NA	NA
			Reading	≥ 95.00%	95.83%	Met		NA	NA
		HS	Mathematics	≥ 95.00%	100.00%	Met		NA	NA
			Reading	≥ 95.00%	100.00%	Met		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 11.00 %	8.33%	Not Met	LEA met 1 of 6 sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to improve proficiency rates for subject areas that did not meet the state target.	0.00%	NA
			Reading	≥ 9.70%	8.33%	Not Met		0.00%	NA
		8	Mathematics	≥ 2.20%	4.55%	Met		4.00%	NA
			Reading	≥ 6.90%	0.00%	Not Met		0.00%	NA
		HS	Mathematics	≥ 8.50%	0.00%	Not Met		0.00%	NA
			Reading	≥ 14.00%	0.00%	Not Met		8.33%	NA
3C	Proficiency rate for	4	Mathematics	≥ 25.00%	100.00%	Met	LEA met 2 of 6 sub-indicators. Submit an	33.33%	NA

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

Garrett County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05		Reading	≥ 40.00%	0.00%	Not Met	Improvement Plan within 30 days from the date of this letter to improve proficiency rates for subject areas that did not meet the state target.	66.67%	NA
		8	Mathematics	≥ 33.00%	0.00%	Not Met		NA	NA
			Reading	≥ 50.00%	100.00%	Met		NA	NA
		HS	Mathematics	≥ 53.00%	0.00%	Not Met		40.00%	NA
			Reading	≥ 53.00%	33.33%	Not Met		60.00%	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.00	14.32%	Not Met	LEA met 2 of 6 sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to narrow the achievement gap for subject areas that did not meet the state target.	10.80%	NA
			Reading	≤ 17.00	30.43%	Not Met		14.08%	NA
		8	Mathematics	≤ 6.31	22.83%	Not Met		11.70%	NA
			Reading	≤ 24.00	42.97%	Not Met		23.77%	NA
		HS	Mathematics	≤ 34.50	25.00%	Met		37.99%	NA
			Reading	≤ 48.00	37.34%	Met		50.87%	NA
4A	Discrepancy in multiple suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	*	NA	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*
	Discrepancy in single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	*	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10			≥ 71.00%	81.5%	Met	Target met. No further action required.	79.73%	79.48%
5B	Students aged 6-21 whose LRE is ≤ 40% of the			≤ 11.75%	8.9%	Met	Target met. No further action required.	11.15%	10.75%

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

Garrett County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	day (MD SSIS LRE C) COMAR 13A.05.01.10							
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16		≤ 6.25%	0.7%	Met	Target met. No further action required.	1.69%	1.30%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		≥ 62.00%	78.43%	Met	Target met. No further action required.	61.29%	91.30%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		≤ 20.00%	0.00%	Met	Target met. No further action required.	0.00%	0.00%
6C	Students aged 3-5 LRE: Home		≤ 0.33%	5.88%	Not Met	Target not met. However, no further action required.	6.45%	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥ 70.50%	70.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	100%	72.73%
		2. Exits within age expectations	≥ 53.50%	58.82%	Met	Target met. No further action required.	94.12%	50.00%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥ 73.00%	81.25%	Met	Target met. No further action required.	92.31%	70.00%
		2. Exits within age expectations	≥ 51.50%	58.82%	Met	Target met	88.24%	50.00%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth	≥ 72.00%	75.00%	Met	Target met. No further action required.	91.67%	72.73%
		2. Exits within age expectations	≥ 60.00%	47.06%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	94.12%	57.14%
8	Parent Survey	Age 3-5	≥ 85.25%	88%	Met	Target met. No further action required.	*	*

Note: Response Rate

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

Garrett County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	targets based on State mean. * Less than 10 survey responses	Age 6-21	≥ 72.50%	76%	Met	Target met. No further action required.	86%	79%
		Preschool Response Rate	≥ 21%	52%	Met	Target met. No further action required.	15%	NA
		School-Age Response Rate	≥ 9%	12%	Met	Target met. No further action required.	23%	NA
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥ 25.00%	*	NA	No further action required.	*	Small cell size
		B. Higher ED or employed w/in 1 year of leaving HS	≥ 57.00%	55.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	*	77.27%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥ 58.00%	60.00%	Met	Target met. No further action required.	*	86.36%
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*American Indian/Alaska Native*	< 2.00	*	NA	**Disproportionality** in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		Asian	< 2.00	*	NA		*	*
		Black/African American	< 2.00	*	NA		*	*
		Native Hawaiian/ Pacific Islander	< 2.00	*	NA		*	*
		White	< 2.00	*	NA		*	*
		2 or more races	< 2.00	*	NA		*	*
		Hispanic/Latino	< 2.00	*	NA		*	*
9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification	*American Indian/Alaska Native*	< 2.00	*	NA	**Disproportionality** in the identification of SWD by race/ethnicity was not identified. No further action required.	*	*
		Asian	< 2.00	*	NA		*	*
		Black/African American	< 2.00	*	NA		*	*
		Native Hawaiian/	< 2.00	*	NA		*	*

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

Garrett County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*Pacific Islander*						
		White	< 2.00	0.92	Met		1.00	0.93
		2 or more races	< 2.00	0.87	Met		1.07	1.27
		Hispanic/Latino	< 2.00	1.40	Met		1.00	0.80

FFY 2021 (SFY 2022) Part B Indicators

SPP/APR Indicators Results Indicator / Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality was not identified. No further action required.
		Asian	*	*	*	*	*	*	
		Black/African American	*	*	*	*	*	*	
		Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
		White	0.46	0.74	0.53	0.58	0.43	0.39	
		2 or more races	*	*	*	*	*	*	
		Hispanic/Latino	*	*	*	*	*	*	

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

Garrett County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators							
SPP/APR Indicators Results Indicator / Compliance Indicator		FFY 2021			Action Required	Previous Results	
		State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	100%	Met	Target met. No further action required.	98.39%	100%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met	Target met. No further action required.	100%	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required.	100%	100%
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	Number of State complaints filed	NA	0	NA	No further action required.	0	0
	Number of State complaints identified with violation(s)	NA	0	NA	No further action required.	NA	0
	Number of State findings from State complaints corrected in a timely manner	NA	0	NA	No further action required.	NA	0

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

Garrett County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	Number of due process hearings filed	NA	0	NA	No further action required.	0	0
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	0
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0
	Percentage of students taking the Alternate Assessment: Reading	<1.0%	0.9%	Met	Target met. No further action required.	1.1%	NA
	Percentage of students taking the Alternate Assessment: Math	<1.0%	0.9%	Met	Target met. No further action required.	1.1%	NA
	Percentage of students taking the Alternate Assessment: Science	<1.0%	1.1%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	1.6%	NA
	Number of SWD Restraints	NA	0	NA	0% of LEA's restraints were SWD.	0	NA
	Number of SWD Seclusions	NA	0	NA	0% of LEA's seclusions were SWD.	0	NA

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

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Mohammed Choudhury
State Superintendent of Schools

June 16, 2023

Dr. Sean W. Bulson
Superintendent
Harford County Public Schools
102 South Hickory Street
Bel Air, MD 21014

Dear Dr. Bulson:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES), is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP), to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES, uses a results-based rubric for given indicators to evaluate the performance of each local education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2021 Part B determinations, Harford County Public Schools has achieved the determination status of "**Needs Assistance, 3 or more years**."

Attached please find supporting documents:

1. *FFY 2021 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2021 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
3. *FFY 2021 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21); and
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LEAs).

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

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

Thank you for your hard work and commitment to equity and efficiency for excellence. MSDE is committed to supporting the efforts of Harford County Public Schools to improve results for children and youth with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call Dr. Brian Morrison, Branch Chief, Policy and Accountability, DEI/SES, at 410-767-0863.

Sincerely,

Dr. Deann Collins
Deputy Superintendent
Office of the Deputy Superintendent of Teaching and Learning

DC/BMM:mj

Attachments

c: Colleen Sasdelli
Alison Barmat
Carmen Brown
Molly Conner
Brian Morrison
Ibijoke Owolabi

Harford County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators									
SPP/APR Indicators Results Indicator / Compliance Indicator				FFY 2021			Action Required	Previous Results	
				State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2020-2021) COMAR 13A.03.02.09 COMAR 13A.05.01.01			≥ 73.85%	69.31%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	71.17%	54.75%
2	Students with IEPs dropping out (lag data based on 2020-2021) *New Methodology for FFY 2021 COMAR 13A.08.01.07			≤ 13.26%	13.45%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	3.69%	4.64%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 95.00%	99.75%	Met	Participation of 95% or greater was for all assessed areas. No further action required.	NA	NA
			Reading	≥ 95.00%	99.75%	Met		NA	NA
		8	Mathematics	≥ 95.00%	95.99%	Met		NA	NA
			Reading	≥ 95.00%	97.41%	Met		NA	NA
		HS	Mathematics	≥ 95.00%	96.47%	Met		NA	NA
			Reading	≥ 95.00%	97.77%	Met		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 11.00 %	7.73%	Not Met	LEA met 1 of 6 sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to improve proficiency rates for subject areas that did not meet the state target.	5.04%	NA
			Reading	≥ 9.70%	10.67%	Met		5.85%	NA
		8	Mathematics	≥ 2.20%	1.36%	Not Met		1.55%	NA
			Reading	≥ 6.90%	5.36%	Not Met		3.64%	NA
		HS	Mathematics	≥ 8.50%	0.85%	Not Met		11.63%	NA
			Reading	≥ 14.00%	17.04%	Not Met		11.94%	NA
3C	Proficiency rate for	4	Mathematics	≥ 25.00%	19.23%	Not Met	Proficiency targets were not achieved in any	18.18%	NA

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

Harford County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05		Reading	≥ 40.00%	0.00%	Not Met	grade or content area. Submit an Improvement Plan within 30 days from the date of this letter to improve proficiency rates for subject areas that did not meet the state target.	22.73%	NA
		8	Mathematics	≥ 33.00%	17.50%	Not Met		NA	NA
			Reading	≥ 50.00%	32.50%	Not Met		NA	NA
		HS	Mathematics	≥ 53.00%	20.51%	Not Met		55.88%	NA
			Reading	≥ 53.00%	40.00%	Not Met		50.00%	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.00	27.20%	Not Met	LEA met 2 of 6 sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to narrow the achievement gap for subject areas that did not meet the state target.	16.58%	NA
			Reading	≤ 17.00	44.53%	Not Met		24.83%	NA
		8	Mathematics	≤ 6.31	12.97%	Not Met		1.72%	NA
			Reading	≤ 24.00	38.44%	Not Met		31.71%	NA
		HS	Mathematics	≤ 34.50	30.01%	Met		54.46%	NA
			Reading	≤ 48.00	46.82%	Met		55.83%	NA
4A	Discrepancy in multiple suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	0.25	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	1.50
	Discrepancy in single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	0.23	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	1.42
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10			≥ 71.00%	84.3%	Met	Target met. No further action required.	84.01%	83.94%
5B	Students aged 6-21 whose LRE is ≤ 40% of the			≤ 11.75%	4.0%	Met	Target met. No further action required.	3.78%	3.92%

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

Harford County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	day (MD SSIS LRE C) COMAR 13A.05.01.10							
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16		≤ 6.25%	6.0%	Not Met	Target met. No further action required.	7.02%	6.28%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		≥ 62.00%	67.68%	Met	Target met. No further action required.	53.10%	63.00%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		≤ 20.00%	10.20%	Met	Target met. No further action required.	7.71%	9.48%
6C	Students aged 3-5 LRE: Home		≤ 0.33%	0.00%	Met	Target met. No further action required.	0.21%	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥ 70.50%	77.38%	Met	Target met. No further action required.	83.12%	73.68%
		2. Exits within age expectations	≥ 53.50%	44.33%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	50.52%	50.00%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥ 73.00%	82.08%	Met	Target met. No further action required.	83.65%	75.00%
		2. Exits within age expectations	≥ 51.50%	46.31%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	48.97%	52.66%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth	≥ 72.00%	75.66%	Met	Target met. No further action required.	84.78%	74.66%
		2. Exits within age expectations	≥ 60.00%	56.16%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	62.37%	61.70%
8	Parent Survey	Age 3-5	≥ 85.25%	65%	Not Met	Target not met. Submit an Improvement Plan	79%	73.00%

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

Harford County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	Note: Response Rate targets based on State mean. * Less than 10 survey responses					within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.		
		Age 6-21	≥ 72.50%	71%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	73%	71.00%
		Preschool Response Rate	≥ 21%	14%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	24%	NA
		School-Age Response Rate	≥ 9%	7%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	11%	NA
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥ 25.00%	25.53%	Met	Target met. No further action required.	24.28%	17.25%
		B. Higher ED or employed w/in 1 year of leaving HS	≥ 57.00%	70.83%	Met	Target met. No further action required.	63.03%	63.73%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥ 58.00%	72.57%	Met	Target met. No further action required.	63.41%	68.31%
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*American Indian/Alaska Native*	< 2.00	*	NA	**Disproportionality** in the suspension and expulsion of Black/African American SWD was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	*	*
		Asian	< 2.00	*	NA		*	*
		Black/African American	< 2.00	3.68	Not Met		*	3.84
		Native Hawaiian/ Pacific Islander	< 2.00	*	NA		*	*
		White	< 2.00	0.35	Met		*	0.14
		2 or more races	< 2.00	1.28	Met		*	*
		Hispanic/Latino	< 2.00	*	NA		*	1.77

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

Harford County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*American Indian/Alaska Native*	< 2.00	0.94	Met	**Disproportionality** in the identification of SWD by race/ethnicity was not identified. No further action required.	0.79	0.61
		Asian	< 2.00	0.44	Met		0.43	0.39
		Black/African American	< 2.00	1.29	Met		1.36	1.39
		Native Hawaiian/ Pacific Islander	< 2.00	0.86	Met		0.89	1.00
		White	< 2.00	0.89	Met		0.85	0.85
		2 or more races	< 2.00	1.09	Met		1.02	1.00
		Hispanic/Latino	< 2.00	0.97	Met		1.05	1.04

FFY 2021 (SFY 2022) Part B Indicators

SPP/APR Indicators Results Indicator / Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20	American Indian/Alaska Native	*	*	*	*	*	*	**Disproportionality** for Black/African American students with Intellectual Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
		Asian	*	0.19	*	0.73	0.14	1.09	
		Black/African American	2.07	1.37	1.58	0.91	1.46	1.34	
		Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	

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

Harford County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	COMAR 13A.08.01.21	White	0.61	0.91	0.78	1.08	0.83	0.81	
		2 or more races	0.79	0.80	1.51	1.17	1.19	0.93	
		Hispanic/Latino	1.08	1.11	0.71	0.94	0.85	1.05	

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

Harford County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2021			Action Required	Previous Results	
		State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	99.41%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2020 was corrected within one year of the written finding.	99.04%	99.07%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met	Target met. No further action required. Subsequent data demonstrated that the noncompliance identified in FFY 2020 was corrected within one year of the written finding.	96.15%	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required.	100%	100%
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	Number of State complaints filed	NA	3	NA	1 complaint withdrawn or resolved.	1	4

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

Harford County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	Number of State complaints identified with violation(s)	NA	0	NA	No further action required.	NA	3
	Number of State findings from State complaints corrected in a timely manner	NA	NA	NA	No further action required.	NA	3
	Number of due process hearings filed	NA	8	NA	No further action required.	4	3
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	1
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0
	Percentage of students taking the Alternate Assessment: Reading	<1.0%	1.1%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	1.0%	NA
	Percentage of students taking the Alternate Assessment: Math	<1.0%	1.2%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	1.0%	NA
	Percentage of students taking the Alternate Assessment: Science	<1.0%	1.8%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	1.1%	NA
	Number of SWD Restraints	NA	133	NA	72% of LEA's restraints were SWD.	32	NA
	Number of SWD Seclusions	NA	332	NA	91% of LEA's seclusions were SWD.	101	NA

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

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Mohammed Choudhury
State Superintendent of Schools

June 16, 2023

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

Dear Dr. Martirano:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES), is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP), to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES, uses a results-based rubric for given indicators to evaluate the performance of each local education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2021 Part B determinations, Howard County Public Schools has achieved the determination status of "**Needs Assistance, 3 or more years**."

Attached please find supporting documents:

1. *FFY 2021 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2021 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
3. *FFY 2021 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21); and
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LEAs).

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

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

Thank you for your hard work and commitment to equity and efficiency for excellence. MSDE is committed to supporting the efforts of Howard County Public Schools to improve results for children and youth with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call Dr. Brian Morrison, Branch Chief, Policy and Accountability, DEI/SES, at 410-767-0863.

Sincerely,

Dr. Deann Collins
Deputy Superintendent
Office of the Deputy Superintendent of Teaching and Learning

DC/BMM:mj

Attachments

c: Terri Savage
Alison Barmat
Carmen Brown
Molly Conner
Brian Morrison
Ibijoke Owolabi

Howard County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators									
SPP/APR Indicators Results Indicator / Compliance Indicator				FFY 2021			Action Required	Previous Results	
				State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2020-2021) COMAR 13A.03.02.09 COMAR 13A.05.01.01			≥ 73.85%	81.19%	Met	Target met. No further action required.	81.99%	70.47%
2	Students with IEPs dropping out (lag data based on 2020-2021) *New Methodology for FFY 2021 COMAR 13A.08.01.07			≤ 13.26%	5.07%	Met	Target met. No further action required.	0.50%	0.59%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 95.00%	97.80%	Met	LEA met 3 of 6 sub-indicators. No further action required.	NA	NA
			Reading	≥ 95.00%	97.80%	Met		NA	NA
		8	Mathematics	≥ 95.00%	94.37%	Not Met		NA	NA
			Reading	≥ 95.00%	94.82%	Not Met		NA	NA
		HS	Mathematics	≥ 95.00%	93.88%	Not Met		NA	NA
			Reading	≥ 95.00%	96.88%	Met		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥11.00 %	15.96%	Met	LEA met 5 of 6 sub-indicators. No further action required.	11.48%	NA
			Reading	≥ 9.70%	16.38%	Met		12.34%	NA
		8	Mathematics	≥ 2.20%	6.98%	Met		2.90%	NA
			Reading	≥ 6.90%	10.56%	Met		8.94%	NA
		HS	Mathematics	≥ 8.50%	5.63%	Not Met		16.24%	NA
			Reading	≥ 14.00%	25.00%	Met		24.19%	NA

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

Howard County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 25.00%	13.95%	Not Met	Proficiency targets were not achieved in any grade or content area. Submit an Improvement Plan within 30 days from the date of this letter to improve proficiency rates for subject areas that did not meet the state target.	2.17%	NA
			Reading	≥ 40.00%	4.88%	Not Met		19.57%	NA
		8	Mathematics	≥ 33.00%	3.28%	Not Met		NA	NA
			Reading	≥ 50.00%	16.39%	Not Met		NA	NA
		HS	Mathematics	≥ 53.00%	25.40%	Not Met		63.64%	NA
			Reading	≥ 53.00%	22.58%	Not Met		48.48%	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.00	28.36%	Not Met	LEA met 1 of 6 sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to narrow the achievement gap for subject areas that did not meet the state target.	30.52%	NA
			Reading	≤ 17.00	40.42%	Not Met		25.89%	NA
		8	Mathematics	≤ 6.31	28.99%	Not Met		12.65%	NA
			Reading	≤ 24.00	47.49%	Not Met		36.60%	NA
		HS	Mathematics	≤ 34.50	49.92%	Not Met		58.54%	NA
			Reading	≤ 48.00	45.88%	Met		53.48%	NA
4A	Discrepancy in multiple suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	0.33	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	2.26
	Discrepancy in single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	0.84	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	1.51
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)			≥ 71.00%	75.1%	Met	Target met. No further action required.	74.65%	75.96%

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

Howard County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	COMAR 13A.05.01.10							
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		≤ 11.75%	3.0%	Met	Target met. No further action required.	2.67%	2.12%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16		≤ 6.25%	6.2%	Met	Target met. No further action required.	6.89%	6.72%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		≥ 62.00%	88.10%	Met	Target met. No further action required.	80.00%	86.96%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		≤ 20.00%	0.33%	Met	Target met. No further action required	0.18%	0.21%
6C	Students aged 3-5 LRE: Home		≤ 0.33%	0.33%	Met	Target met. No further action required.	0.00%	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥ 70.50%	70.23%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	65.63%	66.99%
		2. Exits within age expectations	≥ 53.50%	47.41%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	53.47%	52.31%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥ 73.00%	73.99%	Met	Target met. No further action required.	75.86%	78.38%
		2. Exits within age expectations	≥ 51.50%	46.30%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	53.88%	49.62%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥ 72.00%	69.48%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	79.23%	77.32%

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

Howard County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	COMAR 13A.13.01.09	2. Exits within age expectations	≥ 60.00%	55.93%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	62.86%	61.15%
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 3-5	≥ 85.25%	91%	Met	Target met. No further action required.	87%	88%
		Age 6-21	≥ 72.50%	77%	Met	Target met. No further action required.	75%	77%
		Preschool Response Rate	≥ 21%	17%	Not Met	Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	10%	NA
		School-Age Response Rate	≥ 9%	7%	Not Met	Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	9%	NA
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥ 25.00%	45.24%	Met	Target met. No further action required.	46.84%	47.62%
		B. Higher ED or employed w/in 1 year of leaving HS	≥ 57.00%	75.60%	Met	Target met. No further action required.	71.84%	74.15%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥ 58.00%	78.27	Met	Target met. No further action required.	71.84%	75.85%
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*American Indian/Alaska Native*	< 2.00	*	NA	**Disproportionality** in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		Asian	< 2.00	*	NA		*	*
		Black/African American	< 2.00	1.61	Met		*	*
		Native Hawaiian/ Pacific Islander	< 2.00	*	NA		*	*
		White	< 2.00	*	NA		*	*
		2 or more races	< 2.00	*	NA		*	*
		Hispanic/Latino	< 2.00	*	NA		*	*

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

Howard County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*American Indian/Alaska Native*	< 2.00	0.76	Met	**Disproportionality** in the identification of SWD by race/ethnicity was not identified. No further action required.	1.10	1.17
		Asian	< 2.00	0.49	Met		0.44	0.44
		Black/African American	< 2.00	1.60	Met		1.67	1.61
		Native Hawaiian/ Pacific Islander	< 2.00	0.98	Met		*	0.64
		White	< 2.00	1.01	Met		0.98	1.00
		2 or more races	< 2.00	0.97	Met		0.95	0.97
		Hispanic/Latino	< 2.00	1.06	Met		1.15	1.18

FFY 2021 (SFY 2022) Part B Indicators

SPP/APR Indicators Results Indicator / Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality for Black/African American students with Other Health Impairments was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
		Asian	0.49	0.19	0.10	0.50	0.22	0.79	
		Black/African American	1.79	1.74	1.79	1.15	2.32	1.55	
		Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
		White	0.74	1.04	1.42	1.18	1.06	0.93	

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

		2 or more races	0.93	1.04	1.81	1.11	0.83	1.03	
		Hispanic/Latino	1.48	1.50	0.65	1.29	0.87	0.68	

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

Howard County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2021			Action Required	Previous Results	
		State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	87.85%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2020 was corrected within one year of the written finding.	98.82%	97.59%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met	Target met. No further action required.	100%	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required.	100%	100%
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	<100%	<100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	<100%	100%
	Number of State complaints filed	NA	8	NA	5 complaints withdrawn or resolved.	5	8

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

Howard County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	Number of State complaints identified with violation(s)	NA	3	NA	3 complaints required corrective action.	5	4
	Number of State findings from State complaints corrected in a timely manner	NA	2	NA	1 corrective action not yet due at this time.	1	0
	Number of due process hearings filed	NA	21	NA	No further action required.	13	10
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	1	0
	Fiscal Accountability: Number of findings identified	NA	≥1	Not Met	Fiscal Finding(s) in FFY 2021 must be corrected within 1 year of notification, consistent with OSEP Memo 09-02.	0	3
	Percentage of students taking the Alternate Assessment: Reading	<1.0%	1.1%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	1.0%	NA
	Percentage of students taking the Alternate Assessment: Math	<1.0%	1.2%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	1.0%	NA
	Percentage of students taking the Alternate Assessment: Science	<1.0%	1.2%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	1.0%	NA
	Number of SWD Restraints	NA	347	NA	88% of LEA's restraints were SWD.	105	NA
	Number of SWD Seclusions	NA	104	NA	100% of LEA's seclusions were SWD.	150	NA

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

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Mohammed Choudhury
State Superintendent of Schools

June 16, 2023

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

Dear Dr. Couch:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES), is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP), to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES, uses a results-based rubric for given indicators to evaluate the performance of each local education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2021 Part B determinations, Kent County Public Schools has achieved the determination status of "**Needs Assistance, Year 2**."

Attached please find supporting documents:

1. *FFY 2021 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2021 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
3. *FFY 2021 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21); and
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LEAs).

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

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

Thank you for your hard work and commitment to equity and efficiency for excellence. MSDE is committed to supporting the efforts of Kent County Public Schools to improve results for children and youth with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call Dr. Brian Morrison, Branch Chief, Policy and Accountability, DEI/SES, at 410-767-0863.

Sincerely,

Dr. Deann Collins
Deputy Superintendent
Office of the Deputy Superintendent of Teaching and Learning

DC/BMM:mj

Attachments

c: Wendy Keen
Alison Barmat
Carmen Brown
Molly Conner
Brian Morrison
Ibijoke Owolabi

Kent County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators								
SPP/APR Indicators Results Indicator / Compliance Indicator				FFY 2021			Action Required	Previous Results	
				State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2020-2021) COMAR 13A.03.02.09 COMAR 13A.05.01.01			≥ 73.85%	88.89%	Met	Target met. No further action required.	73.33%	73.33%
2	Students with IEPs dropping out (lag data based on 2020-2021) *New Methodology for FFY 2021 COMAR 13A.08.01.07			≤ 13.26%	5.56%	Met	Target met. No further action required.	3.80%	1.22%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 95.00%	100.00%	Met	LEA met 4 of 6 sub-indicators. No further action required.	NA	NA
			Reading	≥ 95.00%	100.00%	Met		NA	NA
		8	Mathematics	≥ 95.00%	80.00%	Not Met		NA	NA
			Reading	≥ 95.00%	80.00%	Not Met		NA	NA
		HS	Mathematics	≥ 95.00%	100.00%	Met		NA	NA
			Reading	≥ 95.00%	100.00%	Met		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 11.00 %	14.29%	Met	LEA met 1 of 6 sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to improve proficiency rates for subject areas that did not meet the state target.	0.00%	NA
			Reading	≥ 9.70%	4.76%	Not Met		0.00%	NA
		8	Mathematics	≥ 2.20%	0.00%	Not Met		0.00%	NA
			Reading	≥ 6.90%	0.00%	Not Met		6.25%	NA
		HS	Mathematics	≥ 8.50%	0.00%	Not Met		0.00%	NA
			Reading	≥ 14.00%	13.33%	Not Met		5.56%	NA

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

Kent County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 25.00%	0.00%	Not Met	Proficiency targets were not achieved in any grade or content area. Submit an Improvement Plan within 30 days from the date of this letter to improve proficiency rates for subject areas that did not meet the state target.	0.00%	NA
			Reading	≥ 40.00%	0.00%	Not Met		0.00%	NA
		8	Mathematics	≥ 33.00%	NA	NA		NA	NA
			Reading	≥ 50.00%	NA	NA		NA	NA
		HS	Mathematics	≥ 53.00%	0.00%	Not Met		100%	NA
			Reading	≥ 53.00%	0.00%	Not Met		100%	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.00	9.65%	Met	LEA met 3 of 6 sub-indicators. No further action required.	9.43%	NA
			Reading	≤ 17.00	40.54%	Not Met		20.75%	NA
		8	Mathematics	≤ 6.31	6.67%	Not Met		2.17%	NA
			Reading	≤ 24.00	27.12%	Not Met		22.17%	NA
		HS	Mathematics	≤ 34.50	23.00%	Met		28.13%	NA
			Reading	≤ 48.00	33.87%	Met		54.12%	NA
4A	Discrepancy in multiple suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	0.25	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*
	Discrepancy in single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	*	NA	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	0.63
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)			≥ 71.00%	86.5%	Met	Target met. No further action required.	83.06%	79.83%

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

Kent County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	COMAR 13A.05.01.10							
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		≤ 11.75%	10.0%	Met	Target met. No further action required.	12.50%	11.79%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16		≤ 6.25%	2.4%	Met	Target met. No further action required.	1.61%	2.66%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		≥ 62.00%	88.24%	Met	Target met. No further action required.	73.33%	100%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		≤ 20.00%	0.00%	Met	Target met. No further action required.	0.00%	0.00%
6C	Students aged 3-5 LRE: Home		≤ 0.33%	5.88%	Not Met	Target not met. However, no further action required.	0.00%	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥ 70.50%	NA	NA	Less than 10 students. No further action required.	100%	66.67%
		2. Exits within age expectations	≥ 53.50%	NA	NA	Less than 10 students. No further action required.	50.00%	36.36%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥ 73.00%	NA	NA	Less than 10 students. No further action required.	100%	77.78%
		2. Exits within age expectations	≥ 51.50%	NA	NA	Less than 10 students. No further action required.	25.00%	63.64%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth	≥ 72.00%	NA	NA	Less than 10 students. No further action required.	100%	70.00%
		2. Exits within age expectations	≥ 60.00%	NA	NA	Less than 10 students. No further action required.	50.00%	36.36%
8	Parent Survey	Age 3-5	≥ 85.25%	*	NA	Less than 10 surveys received.	89%	*

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

Kent County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 6-21	≥ 72.50%	76%	Met	Target met. No further action required.	77%	79%
		Preschool Response Rate	≥ 21%	24%	Met	Target met. No further action required.	46%	Met
		School-Age Response Rate	≥ 9%	13%	Met	Target met. No further action required.	25%	Met
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥ 25.00%	*	NA	Small cell size. No further action required.	*	Small cell size
		B. Higher ED or employed w/in 1 year of leaving HS	≥ 57.00%	77.78%	Met	Target met. No further action required.	*	83.33%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥ 58.00%	83.33%	Met	Target met. No further action required.	*	91.67%
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*American Indian/Alaska Native*	< 2.00	*	NA	**Disproportionality** in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		Asian	< 2.00	*	NA		*	*
		Black/African American	< 2.00	*	NA		*	*
		Native Hawaiian/ Pacific Islander	< 2.00	*	NA		*	*
		White	< 2.00	*	NA		*	*
		2 or more races	< 2.00	*	NA		*	*
		Hispanic/Latino	< 2.00	*	NA		*	*
9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification Discrepancy exists	*American Indian/Alaska Native*	< 2.00	*	NA	**Disproportionality** in the identification of SWD by race/ethnicity was identified for Black/African American students. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.	---	*
		Asian	< 2.00	*	NA		----	*
		Black/African American	< 2.00	2.09	Not Met		2.12	1.96
		Native Hawaiian/ Pacific Islander	< 2.00	*	NA		----	*

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

Kent County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*White*	< 2.00	0.63	Met		0.63	0.66
		2 or more races	< 2.00	0.90	Met		0.73	0.81
		Hispanic/Latino	< 2.00	0.74	Met		0.8	0.75

FFY 2021 (SFY 2022) Part B Indicators

SPP/APR Indicators Results Indicator / Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality for Black/African American students with Specific Learning Disabilities and Other Health Impairments was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
		Asian	*	*	*	*	*	*	
		Black/African American	*	2.65	*	1.23	2.60	1.42	
		Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
		White	0.81	0.44	*	1.01	0.66	1.11	
		2 or more races	*	1.35	*	*	*	*	
		Hispanic/Latino	*	0.70	*	1.23	*	*	

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

Kent County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2021			Action Required	Previous Results	
		State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	100%	Not Met	Target met. No further action required.	100%	100%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met	Target met. No further action required.	100%	NA
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required.	98.00%	100%
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	<100%	100%
	Number of State complaints filed	NA	0	NA	No further action required.	0	0
	Number of State complaints identified with violation(s)	NA	0	NA	No further action required.	NA	0
	Number of State findings from State complaints corrected in a timely manner	NA	0	NA	No further action required.	NA	0

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

Kent County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	Number of due process hearings filed	NA	0	NA	No further action required.	0	0
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	0
	Fiscal Accountability: Number of findings identified	NA	≥1	Not Met	Fiscal Finding(s) in FFY 2021 must be corrected within 1 year of notification, consistent with OSEP Memo 09-02.	0	0
	Percentage of students taking the Alternate Assessment: Reading	<1.0%	0.5%	Met	Target met. No further action required.	0.8%	NA
	Percentage of students taking the Alternate Assessment: Math	<1.0%	0.5%	Met	Target met. No further action required.	0.8%	NA
	Percentage of students taking the Alternate Assessment: Science	<1.0%	1.2%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	1.2%	NA
	Number of SWD Restraints	NA	0	NA	LEA reported no restraints.	0	NA
	Number of SWD Seclusions	NA	0	NA	LEA reported no seclusions.	0	NA

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

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Mohammed Choudhury
State Superintendent of Schools

June 16, 2023

Dr. Monifa B. McKnight
Superintendent
Montgomery County Public Schools
850 Hungerford Drive
Rockville, MD 20850

Dear Dr. McKnight:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES), is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP), to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES, uses a results-based rubric for given indicators to evaluate the performance of each local education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2021 Part B determinations, Montgomery County Public Schools has achieved the determination status of "**Needs Assistance, 3 or more years**."

Attached please find supporting documents:

1. *FFY 2021 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2021 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
3. *FFY 2021 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21); and
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LEAs).

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

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

Thank you for your hard work and commitment to equity and efficiency for excellence. MSDE is committed to supporting the efforts of Montgomery County Public Schools to improve results for children and youth with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call Dr. Brian Morrison, Branch Chief, Policy and Accountability, DEI/SES, at 410-767-0863.

Sincerely,

Dr. Deann Collins
Deputy Superintendent
Office of the Deputy Superintendent of Teaching and Learning

DC/BMM:mj

Attachments

c: Phillip Lynch
Alison Barmat
Carmen Brown
Molly Conner
Brian Morrison
Ibijoke Owolabi

Montgomery County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators									
SPP/APR Indicators Results Indicator / Compliance Indicator				FFY 2021			Action Required	Previous Results	
				State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2020-2021) COMAR 13A.03.02.09 COMAR 13A.05.01.01			≥ 73.85%	76.55%	Met	Target met. No further action required.	79.90%	69.88%
2	Students with IEPs dropping out (lag data based on 2020-2021) *New Methodology for FFY 2021 COMAR 13A.08.01.07			≤ 13.26%	8.29%	Met	Target met. No further action required.	1.37%	2.28%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 95.00%	98.51%	Met	LEA met 4 of 6 sub-indicators. No further action required.	NA	NA
			Reading	≥ 95.00%	98.14%	Met		NA	NA
		8	Mathematics	≥ 95.00%	95.28%	Met		NA	NA
			Reading	≥ 95.00%	95.47%	Met		NA	NA
		HS	Mathematics	≥ 95.00%	89.91%	Not Met		NA	NA
			Reading	≥ 95.00%	92.87%	Not Met		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 11.00 %	15.78%	Met	Proficiency targets were achieved for all grades and content areas. No further action required.	13.62%	NA
			Reading	≥ 9.70%	22.27%	Met		11.03%	NA
		8	Mathematics	≥ 2.20%	7.84%	Met		2.22%	NA
			Reading	≥ 6.90%	17.37%	Met		14.03%	NA
		HS	Mathematics	≥ 8.50%	15.98%	Met		11.99%	NA
			Reading	≥ 14.00%	37.05%	Met		22.91%	NA

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

Montgomery County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 25.00%	22.22%	Not Met	Proficiency targets were not achieved in any grade or content area. Submit an Improvement Plan within 30 days from the date of this letter to improve proficiency rates for subject areas that did not meet the state target.	8.55%	NA
			Reading	≥ 40.00%	7.63%	Not Met		18.95%	NA
		8	Mathematics	≥ 33.00%	7.14%	Not Met		NA	NA
			Reading	≥ 50.00%	13.69%	Not Met		NA	NA
		HS	Mathematics	≥ 53.00%	29.38%	Not Met		54.24%	NA
			Reading	≥ 53.00%	34.78%	Not Met		38.98%	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.00	21.84%	Not Met	LEA met 2 of 6 sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to narrow the achievement gap for subject areas that did not meet the state target.	23.67%	NA
			Reading	≤ 17.00	31.53%	Not Met		26.11%	NA
		8	Mathematics	≤ 6.31	13.25%	Not Met		10.29%	NA
			Reading	≤ 24.00	34.37%	Not Met		31.16%	NA
		HS	Mathematics	≤ 34.50	32.40%	Met		45.55%	NA
			Reading	≤ 48.00	33.99%	Met		50.51%	NA
4A	Discrepancy in multiple suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	0.89	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	2.88
	Discrepancy in single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	0.27	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	7.49
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)			≥ 71.00%	67.3%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based	67.11%	67.32%

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

Montgomery County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	COMAR 13A.05.01.10					practices to improve student results.		
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		≤ 11.75%	15.6%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	14.56%	14.04%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16		≤ 6.25%	5.0%	Met	Target met. No further action required.	5.72%	5.91%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		≥ 62.00%	38.74%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	26.85%	36.92%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		≤ 20.00%	47.04%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	47.91%	46.56%
6C	Students aged 3-5 LRE: Home		≤ 0.33%	0.12%	Met	Target met. No further action required.	0.20%	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥ 70.50%	78.06%	Met	Target met. No further action required.	76.51%	67.80%
		2. Exits within age expectations	≥ 53.50%	44.62%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	44.48%	48.34%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥ 73.00%	79.30%	Met	Target met. No further action required.	77.57%	70.28%
		2. Exits within age expectations	≥ 51.50%	44.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	42.69%	46.64%
7C	Students aged 3-5 demonstrate use of appropriate behavior	1. Exits with substantial growth	≥ 72.00%	79.11%	Met	Target met. No further action required.	75.67%	72.24%

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

Montgomery County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	to meet their needs. COMAR 13A.13.01.09	2. Exits within age expectations	≥ 60.00%	55.75%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	54.05%	58.94%
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 3-5	≥ 85.25%	80%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	83%	83%
		Age 6-21	≥ 72.50%	68%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	74%	73%
		Preschool Response Rate	≥ 21%	23%	Met	Target met. No further action required.	47%	NA
		School-Age Response Rate	≥ 9%	11%	Met	Target met. No further action required.	13%	NA
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥ 25.00%	42.51%	Met	Target met. No further action required.	42.34%	44.67%
		B. Higher ED or employed w/in 1 year of leaving HS	≥ 57.00%	67.64%	Met	Target met. No further action required.	63.03%	70.70%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥ 58.00%	68.90%	Met	Target met. No further action required.	63.11%	71.20%
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity Discrepancy exists in the category * Cell size < 5 or N size is < 20	*American Indian/Alaska Native*	< 2.00	*	NA	**Disproportionality** in the suspension and expulsion of Black/African American SWD was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	*	*
		Asian	< 2.00	*	NA		*	*
		Black/African American	< 2.00	3.52	Not Met		*	4.93
		Native Hawaiian/ Pacific Islander	< 2.00	*	NA		*	*
		White	< 2.00	*	NA		*	*
		2 or more races	< 2.00	*	NA		*	*

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

Montgomery County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	COMAR 13A.08.01.21	*Hispanic/Latino*	< 2.00	0.82	Met		*	0.74
9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*American Indian/Alaska Native*	< 2.00	1.00	Met	**Disproportionality** in the identification of SWD by race/ethnicity was not identified. No further action required.	0.96	1.06
		Asian	< 2.00	0.53	Met		0.52	0.51
		Black/African American	< 2.00	1.29	Met		1.31	1.31
		Native Hawaiian/ Pacific Islander	< 2.00	0.93	Met		0.85	0.74
		White	< 2.00	0.94	Met		0.93	0.93
		2 or more races	< 2.00	0.90	Met		0.89	0.88
		Hispanic/Latino	< 2.00	1.14	Met		1.16	1.17

FFY 2021 (SFY 2022) Part B Indicators

SPP/APR Indicators Results Indicator / Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20	American Indian/Alaska Native	*	1.52	3.49	*	*	*	Disproportionality for American Indian/Alaska Native with Emotional Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
		Asian	0.54	0.26	0.17	0.73	0.32	1.04	
		Black/African American	1.72	1.11	1.77	0.98	1.33	1.40	
		Native Hawaiian/ Pacific Islander	*	1.08	*	*	*	1.73	

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

	COMAR 13A.08.01.21	White	0.51	0.70	1.25	1.15	1.45	1.22	
		2 or more races	0.67	0.63	1.35	1.15	1.16	1.03	
		Hispanic/Latino	1.38	1.94	073	1.02	0.82	0.58	

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

Montgomery County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2021			Action Required	Previous Results	
		State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	96.99%	Not Met	Target not met. Subsequent data demonstrated that the noncompliance identified in FFY 2020 was not corrected within one year of the written finding. Submit a Corrective Action Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Correction of the noncompliance must be demonstrated and verified ASAP.	98.09%	97.62%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	98.59%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	100%	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required.	98.00%	92.00%
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	<100%	Not Met	Correction of noncompliance for Indicators 11 and 13 was not completed within 1 year of notification as required by OSEP Memo 09-02.	<100%	<100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required. Subsequent data demonstrated that the noncompliance identified in FFY 2020 was corrected within one year of the written finding.	100%	100%
	Number of State complaints filed	NA	28	NA	4 complaints withdrawn or resolved.	11	18
	Number of State complaints identified with	NA	20	NA	4 complaints required corrective action.	4	15

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

Montgomery County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	violation(s)						
	Number of State findings from State complaints corrected in a timely manner	NA	18	NA	2 corrective actions not yet due at this time.	3	10
	Number of due process hearings filed	NA	70	NA	No further action required.	60	85
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	6	5
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	3
	Percentage of students taking the Alternate Assessment: Reading	<1.0%	1.3%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	1.1%	NA
	Percentage of students taking the Alternate Assessment: Math	<1.0%	1.3%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	1.1%	NA
	Percentage of students taking the Alternate Assessment: Science	<1.0%	1.3%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	1.2%	NA
	Number of SWD Restraints	NA	611	NA	91% of LEA's restraints were SWD.	63	NA
	Number of SWD Seclusions	NA	249	NA	100% of LEA's seclusions were SWD.	73	NA

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

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Mohammed Choudhury
State Superintendent of Schools

June 16, 2023

Dr. Monica E. Goldson
Superintendent
Prince George's County Public Schools
14201 School Lane
Upper Marlboro, MD 20772

Dear Dr. Goldson:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES), is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP), to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES, uses a results-based rubric for given indicators to evaluate the performance of each local education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2021 Part B determinations, Prince George's County Public Schools has achieved the determination status of "**Needs Assistance, 3 or more years**."

Attached please find supporting documents:

1. *FFY 2021 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2021 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
3. *FFY 2021 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21); and
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LEAs).

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

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

Thank you for your hard work and commitment to equity and efficiency for excellence. MSDE is committed to supporting the efforts of Prince George's County Public Schools to improve results for children and youth with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call Dr. Brian Morrison, Branch Chief, Policy and Accountability, DEI/SES, at 410-767-0863.

Sincerely,

Dr. Deann Collins
Deputy Superintendent
Office of the Deputy Superintendent of Teaching and Learning

DC/BMM:mj

Attachments

c: Trinell Bowman
Alison Barmat
Carmen Brown
Molly Conner
Brian Morrison
Ibijoke Owolabi

Prince George's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators									
SPP/APR Indicators Results Indicator / Compliance Indicator				FFY 2021			Action Required	Previous Results	
				State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2020-2021) COMAR 13A.03.02.09 COMAR 13A.05.01.01			≥ 73.85%	72.69%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	72.75%	63.80%
2	Students with IEPs dropping out (lag data based on 2020-2021) *New Methodology for FFY 2021 COMAR 13A.08.01.07			≤ 13.26%	16.99%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	5.37%	1.94%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 95.00%	97.83%	Met	LEA met 2 of 6 sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to improve participation rates for subject areas with less than 95% participation.	NA	NA
			Reading	≥ 95.00%	98.03%	Met		NA	NA
		8	Mathematics	≥ 95.00%	87.82%	Not Met		NA	NA
			Reading	≥ 95.00%	89.44%	Not Met		NA	NA
		HS	Mathematics	≥ 95.00%	86.72%	Not Met		NA	NA
			Reading	≥ 95.00%	83.45%	Not Met		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 11.00 %	2.85%	Not Met	Proficiency targets were not achieved in any grade or content area. Submit an Improvement Plan within 30 days from the date of this letter to improve proficiency rates for subject areas that did not meet the state target.	2.37%	NA
			Reading	≥ 9.70%	7.10%	Not Met		2.81%	NA
		8	Mathematics	≥ 2.20%	2.38%	Not Met		1.33%	NA
			Reading	≥ 6.90%	5.71%	Not Met		4.20%	NA
		HS	Mathematics	≥ 8.50%	1.46%	Not Met		2.27%	NA
			Reading	≥ 14.00%	11.67%	Not Met		8.45%	NA
3C	Proficiency rate for	4	Mathematics	≥ 25.00%	20.99%	Not Met	Proficiency targets were not achieved in any	0.00%	NA

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

Prince George's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05		Reading	≥ 40.00%	2.50%	Not Met	grade or content area. Submit an Improvement Plan within 30 days from the date of this letter to improve proficiency rates for subject areas that did not meet the state target.	4.11%	NA
		8	Mathematics	≥ 33.00%	6.67%	Not Met		NA	NA
			Reading	≥ 50.00%	14.29%	Not Met		NA	NA
		HS	Mathematics	≥ 53.00%	26.53%	Not Met		37.10%	NA
			Reading	≥ 53.00%	21.63%	Not Met		41.94%	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.00	7.54%	Met	LEA met 4 of 6 sub-indicators. No further action required.	4.14%	NA
			Reading	≤ 17.00	25.97%	Not Met		10.63%	NA
		8	Mathematics	≤ 6.31	6.26%	Met		2.36%	NA
			Reading	≤ 24.00	28.40%	Not Met		17.02%	NA
		HS	Mathematics	≤ 34.50	14.57%	Met		23.89%	NA
			Reading	≤ 48.00	36.27%	Met		40.86%	NA
4A	Discrepancy in multiple suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	0.37	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	1.98
	Discrepancy in single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	0.22	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	3.36
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10			≥ 71.00%	73.1%	Met	Target met. No further action required.	72.97%	72.36%
5B	Students aged 6-21 whose LRE is ≤ 40% of the			≤ 11.75%	14.8%	Not Met	Target not met. Submit an Improvement Plan	13.89%	13.72%

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

Prince George's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	day (MD SSIS LRE C) COMAR 13A.05.01.10					within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.		
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16		≤ 6.25%	8.7%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	9.20%	9.49%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		≥ 62.00%	57.33%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	65.00%	61.71%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		≤ 20.00%	26.71%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	19.88%	17.15%
6C	Students aged 3-5 LRE: Home		≤ 0.33%	0.00%	Met	Target met. No further action required.	0.00%	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥70.50%	71.13%	Met	Target met. No further action required.	72.77%	70.63%
		2. Exits within age expectations	≥53.50%	39.32%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	43.86%	43.77%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥73.00%	79.96%	Met	Target met. No further action required.	82.02%	80.24%
		2. Exits within age expectations	≥51.50%	39.83%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	42.25%	43.89%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth	≥72.00%	65.81%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	69.27%	69.57%
		2. Exits within age	≥60.00%	46.27%	Not Met	Target not met. Submit an Improvement Plan	50.29%	52.04%

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

Prince George's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

		expectations				within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.		
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 3-5	≥85.25%	84%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	84%	81.00%
		Age 6-21	≥72.50%	65%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	67%	64.00%
		Preschool Response Rate	≥21%	13%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	25%	NA
		School-Age Response Rate	≥9%	5%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	8%	NA
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥25.00%	23.87%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	18.86%	22.08%
		B. Higher ED or employed w/in 1 year of leaving HS	≥57.00%	57.14%	Met	Target met. No further action required.	48.04%	51.29%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	58.61%	Met	Target met. No further action required.	48.53%	54.94%
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	*American Indian/Alaska Native*	< 2.00	*	Met	**Disproportionality** in the suspension and expulsion of Black/African American SWD was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	*	*
		Asian	< 2.00	*	Met		*	*
		Black/African American	< 2.00	5.50	Met		*	3.45

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

Prince George's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*Native Hawaiian/ Pacific Islander*	< 2.00	*	Met		*	*
		White	< 2.00	0.76	Met		*	0.78
		2 or more races	< 2.00	*	Met		*	*
		Hispanic/Latino	< 2.00	0.11	Met		*	0.26
9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*American Indian/Alaska Native*	< 2.00	1.16	Met	**Disproportionality** in the identification of SWD by race/ethnicity was not identified. No further action required.	1.16	1.26
		Asian	< 2.00	0.63	Met		0.62	0.64
		Black/African American	< 2.00	1.41	Met		1.38	1.40
		Native Hawaiian/ Pacific Islander	< 2.00	0.63	Met		0.60	0.58
		White	< 2.00	1.04	Met		1.17	1.18
		2 or more races	< 2.00	0.91	Met		1.02	0.97
		Hispanic/Latino	< 2.00	0.72	Met		0.71	0.70

FFY 2021 (SFY 2022) Part B Indicators

SPP/APR Indicators Results Indicator / Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate	American Indian/Alaska Native	*	0.89	*	2.17	1.04	0.83	Disproportionality for American Indian/Alaska Native students with Speech or Language Impairments and Black/African American students with Emotional Disabilities was identified/ Submit an Improvement Plan within 30 days from the date of this letter. Identify
		Asian	0.63	0.27	*	0.78	0.28	1.32	

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

	identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	Black/African American	1.40	1.08	4.19	1.62	2.03	1.91	the root causes and evidence-based practices targeted to improve student results.
		Native Hawaiian/ Pacific Islander	*	1.10	*	*	*	*	
		White	0.70	0.76	1.25	1.58	1.10	1.34	
		2 or more races	0.96	0.56	*	1.54	0.95	1.43	
		Hispanic/Latino	0.77	1.06	0.21	0.51	0.49	0.41	

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

Prince George's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators							
SPP/APR Indicators Results Indicator / Compliance Indicator		FFY 2021			Action Required	Previous Results	
		State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	96.85%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2020 was corrected within one year of the written finding.	98.17%	98.72%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met	Target met. No further action required.	100%	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required.	100%	100%
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	<100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	Number of State complaints filed	NA	71	NA	16 complaints withdrawn or resolved.	37	52

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

Prince George's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	Number of State complaints identified with violation(s)	NA	46	NA	44 complaints required corrective action.	32	25
	Number of State findings from State complaints corrected in a timely manner	NA	28	NA	16 corrective actions are not yet due at this time.	22	15
	Number of due process hearings filed	NA	29	NA	No further action required.	18	38
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	1
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0
	Percentage of students taking the Alternate Assessment: Reading	<1.0%	1.2%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	0.8%	NA
	Percentage of students taking the Alternate Assessment: Math	<1.0%	1.2%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	0.8%	NA
	Percentage of students taking the Alternate Assessment: Science	<1.0%	1.8%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	0.8%	NA
	Number of SWD Restraints	NA	83	NA	79% of LEA's restraints were SWD.	5	NA
	Number of SWD Seclusions	NA	0	NA	LEA reported no seclusions.	NA	NA

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

MARYLAND STATE DEPARTMENT OF
EDUCATION
EQUITY AND EXCELLENCE

Mohammed Choudhury
State Superintendent of Schools

June 16, 2023

Dr. Patricia Saelens
Superintendent
Queen Anne's County Board of Education
202 Chesterfield Avenue
Centreville, MD 21617

Dear Dr. Saelens

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES), is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP), to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES, uses a results-based rubric for given indicators to evaluate the performance of each local education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2021 Part B determinations, Queen Anne's County Public Schools has achieved the determination status of "**Meets Requirements**."

Attached please find supporting documents:

1. *FFY 2021 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2021 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
3. *FFY 2021 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21); and
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LEAs).

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

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

Thank you for your hard work and commitment to equity and efficiency for excellence. MSDE is committed to supporting the efforts of Queen Anne's County Public Schools to improve results for children and youth with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call Dr. Brian Morrison, Branch Chief, Policy and Accountability, DEI/SES, at 410-767-0863.

Sincerely,

Dr. Deann Collins
Deputy Superintendent
Office of the Deputy Superintendent of Teaching and Learning

DC/BMM:mj

Attachments

c: Joeleen Smith
Alison Barmat
Carmen Brown
Molly Conner
Brian Morrison
Ibijoke Owolabi

Queen Anne's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators									
SPP/APR Indicators Results Indicator / Compliance Indicator				FFY 2021			Action Required	Previous Results	
				State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2020-2021) COMAR 13A.03.02.09 COMAR 13A.05.01.01			≥ 73.85%	90.63%	Met	Target met. No further action required.	82.05%	80.00%
2	Students with IEPs dropping out (lag data based on 2020-2021) *New Methodology for FFY 2021 COMAR 13A.08.01.07			≤ 13.26%	3.13%	Met	Target met. No further action required.	0.00%	0.52%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 95.00%	91.53%	Not met	LEA met 3 of 6 sub-indicators. No further action required.	NA	NA
			Reading	≥ 95.00%	91.53%	Not met		NA	NA
		8	Mathematics	≥ 95.00%	95.38%	Met		NA	NA
			Reading	≥ 95.00%	93.85%	Not met		NA	NA
		HS	Mathematics	≥ 95.00%	95.65%	Met		NA	NA
			Reading	≥ 95.00%	100.00%	Met		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥11.00 %	12.96%	Met	LEA met 4 of 6 sub-indicators. No further action required.	0.00%	NA
			Reading	≥ 9.70%	20.37%	Met		1.59%	NA
		8	Mathematics	≥ 2.20%	5.17%	Met		0.00%	NA
			Reading	≥ 6.90%	10.53%	Met		1.85%	NA
		HS	Mathematics	≥ 8.50%	0.00%	Not Met		6.45%	NA
			Reading	≥ 14.00%	10.34%	Not Met		9.38%	NA

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

Queen Anne's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 25.00%	NA	NA	Proficiency targets were not achieved in any grade or content area. Submit an Improvement Plan within 30 days from the date of this letter to improve proficiency rates for subject areas that did not meet the state target.	33.33%	NA
			Reading	≥ 40.00%	NA	NA		0.00%	NA
		8	Mathematics	≥ 33.00%	0.00%	Not Met		NA	NA
			Reading	≥ 50.00%	0.00%	Not Met		NA	NA
		HS	Mathematics	≥ 53.00%	11.11%	Not Met		100%	NA
			Reading	≥ 53.00%	11.11%	Not Met		100%	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.00	32.46%	Not Met	Gap targets were not achieved in any grade or content area. Submit an Improvement Plan within 30 days from the date of this letter to narrow the achievement gap for subject areas that did not meet the state target.	25.50%	NA
			Reading	≤ 17.00	41.98%	Not Met		24.42%	NA
		8	Mathematics	≤ 6.31	21.26%	Not Met		5.25%	NA
			Reading	≤ 24.00	46.12%	Not Met		30.22%	NA
		HS	Mathematics	≤ 34.50	40.76%	Not Met		57.85%	NA
			Reading	≤ 48.00	37.58%	Not Met		56.53%	NA
4A	Discrepancy in multiple suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	0.22	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*
	Discrepancy in single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	1.12	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)			≥ 71.00%	84.0%	Met	Target met. No further action required.	85.09%	85.83%

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

Queen Anne's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	COMAR 13A.05.01.10							
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		≤ 11.75%	9.7%	Met	Target met. No further action required.	8.25%	8.12%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16		≤ 6.25%	1.6%	Met	Target met. No further action required.	2.03%	1.65%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		≥ 62.00%	68.75%	Met	Target met. No further action required.	44.44%	48.46%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		≤ 20.00%	8.33%	Met	Target met. No further action required.	25.40%	26.92%
6C	Students aged 3-5 LRE: Home		≤ 0.33%	4.17%	Not Met	Target not met. However, no further action required.	1.59%	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥70.50%	85.19%	Met	Target met. No further action required.	62.07%	68.42%
		2. Exits within age expectations	≥53.50%	43.33%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	60.00%	31.82%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥73.00%	79.31%	Met	Target met. No further action required.	65.00%	90.48%
		2. Exits within age expectations	≥51.50%	30.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	55.56%	36.36%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth	≥72.00%	84.00%	Met	Target met. No further action required.	68.97%	68.42%
		2. Exits within age expectations	≥60.00%	46.67%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based	62.22%	50.00%

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

Queen Anne's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

						practices to improve student results.		
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 3-5	≥85.25%	76%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	88%	88%
		Age 6-21	≥72.50%	76%	Met	Target met. No further action required.	76%	80%
		Preschool Response Rate	≥21%	27%	Met	Target met. No further action required.	31%	NA
		School-Age Response Rate	≥9%	18%	Met	Target met. No further action required.	24%	NA
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥25.00%	*	NA	No further action required.	*	Small cell size
		B. Higher ED or employed w/in 1 year of leaving HS	≥57.00%	75.00%	Met	Target met. No further action required.	53.85%	68.75%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	75.00%	Met	Target met. No further action required.	58.97%	78.13%
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*American Indian/Alaska Native*	< 2.00	*	Met	**Disproportionality** in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		Asian	< 2.00	*	Met		*	*
		Black/African American	< 2.00	*	Met		*	*
		Native Hawaiian/ Pacific Islander	< 2.00	*	Met		*	*
		White	< 2.00	*	Met		*	*
		2 or more races	< 2.00	*	Met		*	*
		Hispanic/Latino	< 2.00	*	Met		*	*
9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages	*American Indian/Alaska Native*	< 2.00	*	Met	**Disproportionality** in the identification of SWD by race/ethnicity was not identified. No further action required.	*	*
		Asian	< 2.00	1.48	Met		1.45	1.36

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

Queen Anne's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	6-21 special education of racial groups as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*Black/African American*	< 2.00	1.86	Met		1.92	1.82
		Native Hawaiian/ Pacific Islander	< 2.00	*	Met		*	*
		White	< 2.00	0.95	Met		0.92	0.91
		2 or more races	< 2.00	0.83	Met		0.87	0.78
		Hispanic/Latino	< 2.00	0.72	Met		0.70	0.76

FFY 2021 (SFY 2022) Part B Indicators

SPP/APR Indicators Results Indicator / Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality for Black/African American students with Intellectual Disabilities, Specific Learning Disabilities, and Autism was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
		Asian	*	*	*	*	*	*	
		Black/African American	3.52	2.58	*	1.01	1.62	2.64	
		Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
		White	0.80	0.72	0.91	1.25	1.3	1.12	
		2 or more races	*	0.94	*	0.56	1.01	*	

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

		Hispanic/Latino	*	0.87	*	0.65	0.35	*	

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

Queen Anne's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators							
SPP/APR Indicators Results Indicator / Compliance Indicator		FFY 2021			Action Required	Previous Results	
		State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	99.45%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	100%	99.43%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met	Target met. No further action required.	100%	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required.	100%	100%
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	Number of State complaints filed	NA	1	NA	No further action required.	1	0
	Number of State complaints identified with violation(s)	NA	0	NA	No further action required.	1	0
	Number of State findings from State complaints corrected in a timely manner	NA	NA	NA	No further action required.	0	0

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

Queen Anne's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	Number of due process hearings filed	NA	1	NA	No further action required.	1	0
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	0
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further Action required.	0	0
	Percentage of students taking the Alternate Assessment: Reading	<1.0%	0.6%	Met	Target met. No further action required.	0.5%	NA
	Percentage of students taking the Alternate Assessment: Math	<1.0%	0.6%	Met	Target met. No further action required.	0.5%	NA
	Percentage of students taking the Alternate Assessment: Science	<1.0%	1.2%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	0.6%	NA
	Number of SWD Restraints	NA	0	NA	LEA reported no restraints.	4	NA
	Number of SWD Seclusions	NA	0	NA	LEA reported no seclusions.	NA	NA

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

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Mohammed Choudhury
State Superintendent of Schools

June 16, 2023

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

Dear Dr. Smith:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES), is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP), to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES, uses a results-based rubric for given indicators to evaluate the performance of each local education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2021 Part B determinations, St. Mary's County Public Schools has achieved the determination status of "**Meets Requirements**."

Attached please find supporting documents:

1. *FFY 2021 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2021 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
3. *FFY 2021 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21); and
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LEAs).

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

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

Thank you for your hard work and commitment to equity and efficiency for excellence. MSDE is committed to supporting the efforts of St. Mary's County Public Schools to improve results for children and youth with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call Dr. Brian Morrison, Branch Chief, Policy and Accountability, DEI/SES, at 410-767-0863.

Sincerely,

Dr. Deann Collins
Deputy Superintendent
Office of the Deputy Superintendent of Teaching and Learning

DC/BMM:mj

Attachments

c: Cynthia Kilcoyne
Alison Barmat
Carmen Brown
Molly Conner
Brian Morrison
Ibijoke Owolabi

St. Mary's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators									
SPP/APR Indicators Results Indicator / Compliance Indicator				FFY 2021			Action Required	Previous Results	
				State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2020-2021) COMAR 13A.03.02.09 COMAR 13A.05.01.01			≥ 73.85%	74.44%	Met	Target met. No further action required.	73.87%	71.13%
2	Students with IEPs dropping out (lag data based on 2020-2021) *New Methodology for FFY 2021 COMAR 13A.08.01.07			≤ 13.26%	18.80%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	1.85%	3.83%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 95.00%	98.66%	Met	LEA met 5 of 6 sub-indicators. No further action required.	NA	NA
			Reading	≥ 95.00%	98.66%	Met		NA	NA
		8	Mathematics	≥ 95.00%	93.17%	Not Met		NA	NA
			Reading	≥ 95.00%	95.65%	Met		NA	NA
		HS	Mathematics	≥ 95.00%	96.40%	Met		NA	NA
			Reading	≥ 95.00%	98.37%	Met		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 11.00 %	14.71%	Met	LEA met 5 of 6 sub-indicators. No further action required.	7.04%	NA
			Reading	≥ 9.70%	17.65%	Met		2.82%	NA
		8	Mathematics	≥ 2.20%	5.04%	Met		2.04%	NA
			Reading	≥ 6.90%	9.79%	Met		6.67%	NA
		HS	Mathematics	≥ 8.50%	7.45%	Not Met		14.94%	NA
			Reading	≥ 14.00%	25.93%	Met		15.46%	NA

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

St. Mary's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 25.00%	0.00%	Not Met	Proficiency targets were not achieved in any grade or content area. Submit an Improvement Plan within 30 days from the date of this letter to improve proficiency rates for subject areas that did not meet the state target.	0.00%	NA
			Reading	≥ 40.00%	9.09%	Not Met		6.67%	NA
		8	Mathematics	≥ 33.00%	9.09%	Not Met		NA	NA
			Reading	≥ 50.00%	27.27%	Not Met		NA	NA
		HS	Mathematics	≥ 53.00%	46.15%	Not Met		57.14%	NA
			Reading	≥ 53.00%	30.77%	Not Met		42.86%	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.00	18.49%	Not Met	LEA met 2 of 6 sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to narrow the achievement gap for subject areas that did not meet the state target.	18.54%	NA
			Reading	≤ 17.00	36.96%	Not Met		23.43%	NA
		8	Mathematics	≤ 6.31	21.06%	Not Met		8.62%	NA
			Reading	≤ 24.00	39.95%	Not Met		29.18%	NA
		HS	Mathematics	≤ 34.50	31.31%	Met		43.01%	NA
			Reading	≤ 48.00	35.61%	Met		52.90%	NA
4A	Discrepancy in multiple suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	0.60	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	2.97
	Discrepancy in single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	*	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	1.70
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)			≥ 71.00%	79.4%	Met	Target met. No further action required.	77.71%	76.64%

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

St. Mary's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	COMAR 13A.05.01.10							
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		≤ 11.75%	8.8%	Met	Target met. No further action required.	9.82%	9.71%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16		≤ 6.25%	2.1%	Met	Target met. No further action required.	2.06%	1.92%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		≥ 62.00%	84.62%	Met	Target met. No further action required.	74.42%	77.11%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		≤ 20.00%	0.00%	Met	Target met. No further action required.	0.00%	0.00%
6C	Students aged 3-5 LRE: Home		≤ 0.33%	0.00%	Met	Target met. No further action required.	0.00%	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥70.50%	60.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	55.56%	61.67%
		2. Exits within age expectations	≥53.50%	24.59%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	28.13%	37.88%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥73.00%	50.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	60.66%	63.93%
		2. Exits within age expectations	≥51.50%	31.15%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	32.81%	31.82%
7C	Students aged 3-5 demonstrate use of	1. Exits with substantial growth	≥72.00%	63.16%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter;	65.08%	68.85%

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

St. Mary's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	appropriate behavior to meet their needs. COMAR 13A.13.01.09					identify the root causes and evidence-based practices to improve student results.		
		2. Exits within age expectations	≥60.00%	45.90%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	43.75%	50.00%
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 3-5	≥85.25%	78%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	100%	86%
		Age 6-21	≥72.50%	68%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	83%	68%
		Preschool Response Rate	≥21%	31%	Met	Target met. No further action required.	28%	NA
		School-Age Response Rate	≥9%	12%	Met	Target met. No further action required.	9%	NA
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥25.00%	18.66%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	24.32%	15.60%
		B. Higher ED or employed w/in 1 year of leaving HS	≥57.00%	67.16%	Met	Target met. No further action required.	56.76%	59.63%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	67.16%	Met	Target met. No further action required.	56.76%	65.14%
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	*American Indian/Alaska Native*	< 2.00	*	Met	**Disproportionality** in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		Asian	< 2.00	*	Met		*	*
		Black/African American	< 2.00	*	Met		*	*
		Native Hawaiian/	< 2.00	*	Met		*	*

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

St. Mary's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*Pacific Islander*						
		White	< 2.00	*	Met		*	*
		2 or more races	< 2.00	*	Met		*	*
		Hispanic/Latino	< 2.00	*	Met		*	*
9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*American Indian/Alaska Native*	< 2.00	*	Met	**Disproportionality** in the identification of SWD by race/ethnicity was not identified. No further action required.	*	*
		Asian	< 2.00	0.53	Met		0.37	0.45
		Black/African American	< 2.00	1.41	Met		1.44	1.42
		Native Hawaiian/ Pacific Islander	< 2.00	*	Met		*	*
		White	< 2.00	0.87	Met		0.82	0.84
		2 or more races	< 2.00	1.01	Met		1.12	1.11
		Hispanic/Latino	< 2.00	0.82	Met		0.88	0.86

FFY 2021 (SFY 2022) Part B Indicators

SPP/APR Indicators Results Indicator / Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality for Black/African American students with Intellectual Disabilities was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
		Asian	*	*	*	*	0.52	1.50	

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

	identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	Black/African American	1.72	1.55	1.86	1.17	1.35	0.93	
		Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
		White	0.65	0.87	0.77	1.07	0.92	0.92	
		2 or more races	1.24	0.79	1.24	0.99	1.05	1.09	
		Hispanic/Latino	1.07	0.94	*	0.57	0.67	1.23	

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

St. Mary's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2021			Action Required	Previous Results	
		State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	97.73%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2020 was corrected within one year of the written finding.	95.85%	100%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met	Target met. No further action required.	100%	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required.	100%	100%
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	<100%	Not Met	Correction of noncompliance for the delivery of orientation and mobility services as prescribed by students' IEPs was not corrected within 1 year of notification as required by OSEP Memo 09-02.	<100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	Number of State complaints filed	NA	4	NA	1 complaint withdrawn or resolved.	3	1

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

St. Mary's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	Number of State complaints identified with violation(s)	NA	2	NA	2 complaints required corrective action.	2	0
	Number of State findings from State complaints corrected in a timely manner	NA	1	NA	1 corrective action is not yet due at this time.	0	0
	Number of due process hearings filed	NA	4	NA	No further action required.	3	1
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	0
	Fiscal Accountability: Number of findings identified	NA	≥1	Not Met	Fiscal Finding(s) in FFY 2021 must be corrected within 1 year of notification, consistent with OSEP Memo 09-02.	0	0
	Percentage of students taking the Alternate Assessment: Reading	<1.0%	1.0%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	0.8%	NA
	Percentage of students taking the Alternate Assessment: Math	<1.0%	1.0%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	0.8%	NA
	Percentage of students taking the Alternate Assessment: Science	<1.0%	1.0%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	0.9%	NA
	Number of SWD Restraints	NA	52	NA	58% of LEA's restraints were SWD.	5	NA
	Number of SWD Seclusions	NA	0	NA	LEA reported no seclusions.	2	NA

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

MARYLAND STATE DEPARTMENT OF
EDUCATION
EQUITY AND EXCELLENCE

Mohammed Choudhury
State Superintendent of Schools

June 16, 2023

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

Dear Dr. Gaddis:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES), is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP), to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES, uses a results-based rubric for given indicators to evaluate the performance of each local education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2021 Part B determinations, Somerset County Public Schools has achieved the determination status of "**Meets Requirements**."

Attached please find supporting documents:

1. *FFY 2021 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2021 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
3. *FFY 2021 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21); and
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LEAs).

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

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

Thank you for your hard work and commitment to equity and efficiency for excellence. MSDE is committed to supporting the efforts of Somerset County Public Schools to improve results for children and youth with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call Dr. Brian Morrison, Branch Chief, Policy and Accountability, DEI/SES, at 410-767-0863.

Sincerely,

Dr. Deann Collins
Deputy Superintendent
Office of the Deputy Superintendent of Teaching and Learning

DC/BMM:mj

Attachments

c: Brandy Brady
Alison Barmat
Carmen Brown
Molly Conner
Brian Morrison
Ibijoke Owolabi

Somerset County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators									
SPP/APR Indicators Results Indicator / Compliance Indicator				FFY 2021			Action Required	Previous Results	
				State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2020-2021) COMAR 13A.03.02.09 COMAR 13A.05.01.01			≥ 73.85%	37.04%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	62.96%	50.00%
2	Students with IEPs dropping out (lag data based on 2020-2021) *New Methodology for FFY 2021 COMAR 13A.08.01.07			≤ 13.26%	22.22%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	4.83%	4.83%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 95.00%	93.75%	Not Met	LEA met 2 of 6 sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to improve participation rates for subject areas with less than 95% participation.	NA	NA
			Reading	≥ 95.00%	93.75%	Not Met		NA	NA
		8	Mathematics	≥ 95.00%	96.97%	Met		NA	NA
			Reading	≥ 95.00%	96.97%	Met		NA	NA
		HS	Mathematics	≥ 95.00%	75.00%	Not Met		NA	NA
			Reading	≥ 95.00%	89.47%	Not Met		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 11.00 %	7.41%	Not Met	Proficiency targets were not achieved in any grade or content area. Submit an Improvement Plan within 30 days from the date of this letter to improve proficiency rates for subject areas that did not meet the state target.	0.00%	NA
			Reading	≥ 9.70%	7.41%	Not Met		6.45%	NA
		8	Mathematics	≥ 2.20%	0.00%	Not Met		3.45%	NA
			Reading	≥ 6.90%	0.00%	Not Met		0.00%	NA
		HS	Mathematics	≥ 8.50%	0.00%	Not Met		8.33%	NA
			Reading	≥ 14.00%	7.69%	Not Met		8.33%	NA

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

Somerset County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 25.00%	33.33%	Met	LEA met 1 of 6 sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to improve proficiency rates for subject areas that did not meet the state target.	0.00%	NA
			Reading	≥ 40.00%	33.33%	Not Met		0.00%	NA
		8	Mathematics	≥ 33.00%	0.00%	Not Met		0.00%	NA
			Reading	≥ 50.00%	25.00%	Not Met		0.00%	NA
		HS	Mathematics	≥ 53.00%	50.00%	Not Met		20.00%	NA
			Reading	≥ 53.00%	25.00%	Not Met		60.00%	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.00	5.51%	Met	LEA met 4 of 6 sub-indicators. No further action required.	12.90%	NA
			Reading	≤ 17.00	21.64%	Not Met		12.78%	NA
		8	Mathematics	≤ 6.31	9.84%	Not Met		1.85%	NA
			Reading	≤ 24.00	23.20%	Met		13.04%	NA
		HS	Mathematics	≤ 34.50	12.73%	Met		29.70%	NA
			Reading	≤ 48.00	27.46%	Met		53.64%	NA
4A	Discrepancy in multiple suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	0.44	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*
	Discrepancy in single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	*	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	0.27
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)			≥ 71.00%	76.0%	Met	Target met. No further action required.	71.17%	70.79%

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

Somerset County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	COMAR 13A.05.01.10							
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		≤ 11.75%	11.6%	Met	Target met. No further action required.	13.25%	15.59%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16		≤ 6.25%	0.3%	Met	Target met. No further action required.	1.56%	0.50%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		≥ 62.00%	76.67%	Met	Target met. No further action required.	53.33%	65.79%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		≤ 20.00%	6.67%	Met	Target met. No further action required.	6.67%	7.89%
6C	Students aged 3-5 LRE: Home		≤ 0.33%	0.00%	Met	Target met. No further action required.	6.67%	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥70.50%	58.33%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	90.91%	66.67%
		2. Exits within age expectations	≥53.50%	50.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	58.33%	44.44%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥73.00%	75.00%	Met	Target met. No further action required.	91.67%	70.00%
		2. Exits within age expectations	≥51.50%	33.33%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	58.33%	50.00%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥72.00%	83.33%	Met	Target met. No further action required.	90.91%	70.00%
		2. Exits within age	≥60.00%	50.00%	Not Met	Target not met. Submit an Improvement Plan	58.33%	50.00%

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

Somerset County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	COMAR 13A.13.01.09	expectations				within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.		
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 3-5	≥85.25%	*	NA	No further action required.	*	93%
		Age 6-21	≥72.50%	84%	Met	Target met. No further action required.	74%	91%
		Preschool Response Rate	≥21%	12%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	11%	NA
		School-Age Response Rate	≥9%	7%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	8%	NA
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥25.00%	NA	NA	No further action required.	*	Small cell size
		B. Higher ED or employed w/in 1 year of leaving HS	≥57.00%	38.46%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	55.56%	50.00%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	38.46%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	55.56%	63.64%
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity Discrepancy exists in the category * Cell size < 5 or N size is < 20	*American Indian/Alaska Native*	< 2.00	*	Met	**Disproportionality** in the suspension and expulsion of Black/African American SWD was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	*	*
		Asian	< 2.00	*	Met		*	*
		Black/African American	< 2.00	18.32	Met		*	1.41
		Native Hawaiian/ Pacific Islander	< 2.00	*	Met		*	*
		White	< 2.00	*	Met		*	*
		2 or more races	< 2.00	*	Met		*	*

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

Somerset County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	COMAR 13A.08.01.21	*Hispanic/Latino*	< 2.00	*	Met		*	*
9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*American Indian/Alaska Native*	< 2.00	*	Met	**Disproportionality** in the identification of SWD by race/ethnicity was not identified. No further action required.	*	*
		Asian	< 2.00	*	Met		*	*
		Black/African American	< 2.00	1.07	Met		1.18	1.18
		Native Hawaiian/ Pacific Islander	< 2.00	*	Met		*	*
		White	< 2.00	1.1	Met		1.11	1.10
		2 or more races	< 2.00	1.00	Met		0.80	0.96
		Hispanic/Latino	< 2.00	0.63	Met		0.46	0.36

FFY 2021 (SFY 2022) Part B Indicators

SPP/APR Indicators Results Indicator / Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality was not identified. No further action required.
		Asian	*	*	*	*	*	*	
		Black/African American	1.37	1.17	0.70	1.02	1.54	0.72	
		Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	

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

	COMAR 13A.08.01.21	White	0.65	0.87	0.77	1.07	0.90	1.69	
		2 or more races	*	0.92	*	1.48	*	*	
		Hispanic/Latino	*	0.44	*	1.00	*	*	

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

Somerset County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2021			Action Required	Previous Results	
		State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	100%	Met	Target met. No further action required.	97.83%	100%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	NA	NA	No further action required.	NA	50.00%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required.	100%	100%
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	Number of State complaints filed	NA	1	NA	No further action required.	1	0
	Number of State complaints identified with violation(s)	NA	1	NA	1 complaint required corrective action.	0	0
	Number of State findings from State complaints corrected in a timely manner	NA	1	NA	No further action required.	NA	0

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

Somerset County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	Number of due process hearings filed	NA	1	NA	No further action required.	0	0
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	0
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0
	Percentage of students taking the Alternate Assessment: Reading	<1.0%	2.0%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	1.7%	NA
	Percentage of students taking the Alternate Assessment: Math	<1.0%	1.9%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	1.5%	NA
	Percentage of students taking the Alternate Assessment: Science	<1.0%	2.1%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	1.3%	NA
	Number of SWD Restraints	NA	10	NA	100% of LEA's restraints were SWD.	0	NA
	Number of SWD Seclusions	NA	0	NA	LEA reported no seclusions.	NA	NA

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

MARYLAND STATE DEPARTMENT OF
EDUCATION
EQUITY AND EXCELLENCE

Mohammed Choudhury
State Superintendent of Schools

June 16, 2023

Dr. Sharon M. Pepukayi
Superintendent
Talbot County Public Schools
P.O. Box 1029
Easton, MD 21601

Dear Dr. Pepukayi:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES), is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP), to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES, uses a results-based rubric for given indicators to evaluate the performance of each local education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2021 Part B determinations, Talbot County Public Schools has achieved the determination status of "**Meets Requirements**."

Attached please find supporting documents:

1. *FFY 2021 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2021 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
3. *FFY 2021 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21); and
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LEAs).

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

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

Thank you for your hard work and commitment to equity and efficiency for excellence. MSDE is committed to supporting the efforts of Talbot County Public Schools to improve results for children and youth with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call Dr. Brian Morrison, Branch Chief, Policy and Accountability, DEI/SES, at 410-767-0863.

Sincerely,

Dr. Deann Collins
Deputy Superintendent
Office of the Deputy Superintendent of Teaching and Learning

DC/BMM:mj

Attachments

c: Kristin Mentges
Alison Barmat
Carmen Brown
Molly Conner
Brian Morrison
Ibijoke Owolabi

Talbot County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators									
SPP/APR Indicators Results Indicator / Compliance Indicator				FFY 2021			Action Required	Previous Results	
				State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2020-2021) COMAR 13A.03.02.09 COMAR 13A.05.01.01			≥ 73.85%	86.96%	Met	Target met. No further action required.	100%	81.82%
2	Students with IEPs dropping out (lag data based on 2020-2021) *New Methodology for FFY 2021 COMAR 13A.08.01.07			≤ 13.26%	0.00%	Met	Target met. No further action required.	0.00%	0.83%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 95.00%	97.37%	Met	LEA met 5 of 6 sub-indicator. No further action required.	NA	NA
			Reading	≥ 95.00%	97.37%	Met		NA	NA
		8	Mathematics	≥ 95.00%	94.87%	Not Met		NA	NA
			Reading	≥ 95.00%	97.44%	Met		NA	NA
		HS	Mathematics	≥ 95.00%	100.00%	Met		NA	NA
			Reading	≥ 95.00%	97.14%	Met		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥11.00 %	2.86%	Not Met	LEA met 3 of 6 sub-indicators. No further action required.	5.88%	NA
			Reading	≥ 9.70%	5.71%	Not Met		6.25%	NA
		8	Mathematics	≥ 2.20%	2.70%	Met		0.00%	NA
			Reading	≥ 6.90%	7.89%	Met		0.00%	NA
		HS	Mathematics	≥ 8.50%	6.06%	Not Met		13.04%	NA
			Reading	≥ 14.00%	18.75%	Met		14.29%	NA

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

Talbot County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 25.00%	50.00%	Not Met	LEA met 2 sub-indicators. No further action required.	0.00%	NA
			Reading	≥ 40.00%	0.00%	Not Met		100%	NA
		8	Mathematics	≥ 33.00%	NA	NA		NA	NA
			Reading	≥ 50.00%	NA	NA		NA	NA
		HS	Mathematics	≥ 53.00%	100.00%	Met		66.67%	NA
			Reading	≥ 53.00%	50.00%	Met		100%	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.00	22.30%	Not Met	LEA met 2 of 6 sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to narrow the achievement gap for subject areas that did not meet the state target.	6.62%	NA
			Reading	≤ 17.00	40.03%	Not Met		13.83%	NA
		8	Mathematics	≤ 6.31	11.31%	Not Met		5.62%	NA
			Reading	≤ 24.00	29.64%	Not Met		30.22%	NA
		HS	Mathematics	≤ 34.50	16.62%	Met		34.25%	NA
			Reading	≤ 48.00	37.22%	Met		54.99%	NA
4A	Discrepancy in multiple suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	0.23	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*
	Discrepancy in single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	0.17	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)			≥ 71.00%	82.2%	Met	Target met. No further action required.	78.69%	76.72%

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

Talbot County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	COMAR 13A.05.01.10							
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		≤ 11.75%	6.7%	Met	Target met. No further action required.	6.78%	7.60%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16		≤ 6.25%	1.8%	Met	Target met. No further action required.	2.18%	2.61%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		≥ 62.00%	84.38%	Met	Target met. No further action required.	75.00%	75.00%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		≤ 20.00%	0.00%	Met	Target met. No further action required.	6.67%	1.19%
6C	Students aged 3-5 LRE: Home		≤ 0.33%	3.13%	Not Met	Target not met. However, no further action required.	0.00%	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥70.50%	54.55%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	66.67%	100%
		2. Exits within age expectations	≥53.50%	25.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	33.33%	60.00%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥73.00%	75.00%	Met	Target met. No further action required.	66.67%	100%
		2. Exits within age expectations	≥51.50%	25.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	0.00%	40.00%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	1. Exits with substantial growth	≥72.00%	77.78%	Met	Target met. No further action required.	100%	100%
		2. Exits within age	≥60.00%	33.33%	Not Met	Target not met. Submit an Improvement Plan	33.33%	60.00%

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

Talbot County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	COMAR 13A.13.01.09	expectations				within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.		
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 3-5	≥85.25%	86%	Met	Target met. No further action required.	93%	91%
		Age 6-21	≥72.50%	75%	Met	Target met. No further action required.	69%	74%
		Preschool Response Rate	≥21%	45%	Met	Target met. No further action required.	27%	NA
		School-Age Response Rate	≥9%	13%	Met	Target met. No further action required.	20%	NA
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥25.00%	*	NA	No further action required.	*	Small cell size
		B. Higher ED or employed w/in 1 year of leaving HS	≥57.00%	56.52%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	59.09%	68.18%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	56.52%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	59.09%	77.21%
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*American Indian/Alaska Native*	< 2.00	*	Met	**Disproportionality** in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		Asian	< 2.00	*	Met		*	*
		Black/African American	< 2.00	*	Met		*	*
		Native Hawaiian/ Pacific Islander	< 2.00	*	Met		*	*
		White	< 2.00	*	Met		*	*
		2 or more races	< 2.00	*	Met		*	*
		Hispanic/Latino	< 2.00	*	Met		*	*
9 (Ages	Disproportionate representation	*American Indian/Alaska Native*	< 2.00	*	Met	**Disproportionality** in the identification of SWD by race/ethnicity was not identified. No further	*	*

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

Talbot County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

6-21)	(≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*Asian*	< 2.00	0.85	Met	action required.	1.00	1.12
		Black/African American	< 2.00	1.64	Met		1.65	1.59
		Native Hawaiian/ Pacific Islander	< 2.00	*	Met		*	*
		White	< 2.00	0.97	Met		0.98	0.95
		2 or more races	< 2.00	1.16	Met		1.06	0.96
		Hispanic/Latino	< 2.00	0.64	Met		0.61	0.69

FFY 2021 (SFY 2022) Part B Indicators

SPP/APR Indicators Results Indicator / Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality for Asian students with Autism was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
		Asian	*	*	*	*	*	5.26	
		Black/African American	*	1.99	*	1.79	1.48	0.99	
		Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
		White	1.14	1.11	1.77	0.60	1.26	1.28	

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

		2 or more races	*	1.51	*	0.69	2.13	*	
		Hispanic/Latino	*	0.26	*	1.45	0.26	0.44	

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

Talbot County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2021			Action Required	Previous Results	
		State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	97.18%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2020 was corrected within one year of the written finding.	97.14%	98.72%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met	Target met. No further action required.	100%	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required.	100%	100%
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	Number of State complaints filed	NA	1	NA	1 complaint withdrawn or resolved.	1	1

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

Talbot County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	Number of State complaints identified with violation(s)	NA	NA	NA	No further action required.	1	1
	Number of State findings from State complaints corrected in a timely manner	NA	NA	NA	No further action required.	1	1
	Number of due process hearings filed	NA	1	NA	No further action required.	2	1
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	0
	Fiscal Accountability: Number of findings identified	NA	≥1	Not Met	Fiscal Finding(s) in FFY 2021 must be corrected within 1 year of notification, consistent with OSEP Memo 09-02.	0	0
	Percentage of students taking the Alternate Assessment: Reading	<1.0%	0.6%	Met	Target met. No further action required.	0.7%	NA
	Percentage of students taking the Alternate Assessment: Math	<1.0%	0.6%	Met	Target met. No further action required.	0.6%	NA
	Percentage of students taking the Alternate Assessment: Science	<1.0%	1.2%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	1.1%	NA
	Number of SWD Restraints	NA	10	NA	100% of LEA's restraints were SWD.	2	NA
	Number of SWD Seclusions	NA	15	NA	100% of LEA's seclusions were SWD.	0	NA

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

MARYLAND STATE DEPARTMENT OF
EDUCATION
EQUITY AND EXCELLENCE

Mohammed Choudhury
State Superintendent of Schools

June 16, 2023

Dr. David T. Sovine
Superintendent
Washington County Public Schools
10435 Downsville Pike
Hagerstown, MD 21740

Dear Dr. Sovine:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES), is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP), to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES, uses a results-based rubric for given indicators to evaluate the performance of each local education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2021 Part B determinations, Washington County Public Schools has achieved the determination status of "**Meets Requirements**."

Attached please find supporting documents:

1. *FFY 2021 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2021 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
3. *FFY 2021 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21); and
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LEAs).

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

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

Thank you for your hard work and commitment to equity and efficiency for excellence. MSDE is committed to supporting the efforts of Washington County Public Schools to improve results for children and youth with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call Dr. Brian Morrison, Branch Chief, Policy and Accountability, DEI/SES, at 410-767-0863.

Sincerely,

Dr. Deann Collins
Deputy Superintendent
Office of the Deputy Superintendent of Teaching and Learning

DC/BMM:mj

Attachments

c: Jennifer Webster
Alison Barmat
Carmen Brown
Molly Conner
Brian Morrison
Ibijoke Owolabi

Washington County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators								
SPP/APR Indicators Results Indicator / Compliance Indicator				FFY 2021			Previous Results	
				State Target	Local Results[1]	Target Met	Action Required	FFY 2020	FFY 2019
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2020-2021) COMAR 13A.03.02.09 COMAR 13A.05.01.01			≥ 73.85%	67.32%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	69.29%	71.79%
2	Students with IEPs dropping out (lag data based on 2020-2021) *New Methodology for FFY 2021 COMAR 13A.08.01.07			≤ 13.26%	15.69%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	4.19%	3.74%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 95.00%	98.36%	Met	LEA met 4 of 6 sub-indicators. No further action required.	NA	NA
			Reading	≥ 95.00%	98.91%	Met		NA	NA
		8	Mathematics	≥ 95.00%	92.12%	Not Met		NA	NA
			Reading	≥ 95.00%	92.12%	Not Met		NA	NA
		HS	Mathematics	≥ 95.00%	95.79%	Met		NA	NA
			Reading	≥ 95.00%	96.97%	Met		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 11.00 %	12.12%	Met	LEA met 4 of 6 sub-indicators. No further action required.	3.70%	NA
			Reading	≥ 9.70%	13.25%	Met		3.13%	NA
		8	Mathematics	≥ 2.20%	5.56%	Met		0.71%	NA
			Reading	≥ 6.90%	12.70%	Met		4.93%	NA
		HS	Mathematics	≥ 8.50%	2.99%	Not Met		9.01%	NA
			Reading	≥ 14.00%	9.62%	Not Met		9.43%	NA

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

Washington County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 25.00%	60.00%	Met	LEA met 1 of 6 sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to improve proficiency rates for subject areas that did not meet the state target.	13.33%	NA
			Reading	≥ 40.00%	26.67%	Not Met		20.00%	NA
		8	Mathematics	≥ 33.00%	23.08%	Not Met		7.14%	NA
			Reading	≥ 50.00%	26.92%	Not Met		7.14%	NA
		HS	Mathematics	≥ 53.00%	41.67%	Not Met		73.33%	NA
			Reading	≥ 53.00%	41.67%	Not Met		66.67%	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.00	21.56%	Not Met	LEA met 1 of 6 sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to narrow the achievement gap for subject areas that did not meet the state target.	14.01%	NA
			Reading	≤ 17.00	38.52%	Not Met		16.88%	NA
		8	Mathematics	≤ 6.31	20.87%	Not Met		6.66%	NA
			Reading	≤ 24.00	37.64%	Not Met		23.49%	NA
		HS	Mathematics	≤ 34.50	21.58%	Met		41.43%	NA
			Reading	≤ 48.00	48.93%	Not Met		63.25%	NA
4A	Discrepancy in multiple suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	0.40	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*
	Discrepancy in single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	0.15	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	1.04
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)			≥ 71.00%	81.5%	Met	Target met. No further action required.	80.50%	78.92%

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

Washington County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	COMAR 13A.05.01.10							
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		≤ 11.75%	8.3%	Met	Target met. No further action required.	9.75%	9.85%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16		≤ 6.25%	4.5%	Met	Target met. No further action required.	4.40%	4.97%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		≥ 62.00%	69.23%	Met	Target met. No further action required.	69.16%	71.28%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		≤ 20.00%	1.92%	Met	Target met. No further action required.	0.88%	4.79%
6C	Students aged 3-5 LRE: Home		≤ 0.33%	0.96%	Not Met	Target not met. However, no further action required.	0.88%	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥70.50%	51.32%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	50.72%	50.56%
		2. Exits within age expectations	≥53.50%	48.04%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	39.33%	40.83%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥73.00%	56.04%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	57.32%	63.46%
		2. Exits within age expectations	≥51.50%	40.20%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	34.83%	40.83%
7C	Students aged 3-5 demonstrate use of	1. Exits with substantial growth	≥72.00%	53.75%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter;	52.56%	48.91%

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

Washington County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	appropriate behavior to meet their needs. COMAR 13A.13.01.09					identify the root causes and evidence-based practices to improve student results.		
		2. Exits within age expectations	≥60.00%	49.02%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	43.82%	45.83%
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 3-5	≥85.25%	82%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	67%	68%
		Age 6-21	≥72.50%	70%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	68%	70%
		Preschool Response Rate	≥21%	25%	Met	Target Met. No further action required.	31%	NA
		School-Age Response Rate	≥9%	16%	Met	Target met. No further action required.	18%	NA
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥25.00%	15.69%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	11.11%	11.18%
		B. Higher ED or employed w/in 1 year of leaving HS	≥57.00%	62.75%	Met	Target met. No further action required.	47.92%	52.94%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	64.71%	Met	Target met. No further action required.	48.61%	55.29%
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	*American Indian/Alaska Native*	< 2.00	*	Met	**Disproportionality** in the suspension and expulsion of Black/African American SWD was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	*	*
		Asian	< 2.00	*	Met		*	*
		Black/African American	< 2.00	10.12	Met		*	*
		Native Hawaiian/	< 2.00	*	Met		*	*

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

Washington County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*Pacific Islander*						
		White	< 2.00	*	Met		*	*
		2 or more races	< 2.00	*	Met		*	*
		Hispanic/Latino	< 2.00	*	Met		*	*
9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*American Indian/Alaska Native*	< 2.00	*	Met	**Disproportionality** in the identification of SWD by race/ethnicity was not identified. No further action required.	*	*
		Asian	< 2.00	0.48	Met		0.48	0.43
		Black/African American	< 2.00	1.25	Met		1.33	1.38
		Native Hawaiian/ Pacific Islander	< 2.00	*	Met		*	*
		White	< 2.00	1.00	Met		0.94	0.96
		2 or more races	< 2.00	1.05	Met		1.09	1.02
		Hispanic/Latino	< 2.00	0.79	Met		0.8	0.76

FFY 2021 (SFY 2022) Part B Indicators

SPP/APR Indicators Results Indicator / Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality was not identified. No further action required.
		Asian	*	*	*	*	*	1.19	

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

	identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	Black/African American	1.21	1.49	0.90	0.88	1.22	1.74	
		Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
		White	1.00	0.78	1.24	1.27	1.16	0.86	
		2 or more races	0.74	1.00	1.59	0.99	1.09	1.06	
		Hispanic/Latino	1.10	1.16	0.45	0.81	0.55	0.55	

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

Washington County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2021			Action Required	Previous Results	
		State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	98.96%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1 year of this letter.	100%	99.52%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met	Target met. No further action required.	100%	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required.	100%	100%
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	Number of State complaints filed	NA	0	NA	No further action required.	0	1
	Number of State complaints identified with violation(s)	NA	NA	NA	No further action required.	NA	1
	Number of State findings from State complaints corrected in a timely manner	NA	NA	NA	No further action required.	NA	0

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

Washington County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	Number of due process hearings filed	NA	0	NA	No further action required.	4	3
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	0
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0
	Percentage of students taking the Alternate Assessment: Reading	<1.0%	1.3%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	1.0%	NA
	Percentage of students taking the Alternate Assessment: Math	<1.0%	1.3%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	1.0%	NA
	Percentage of students taking the Alternate Assessment: Science	<1.0%	1.4%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	1.1%	NA
	Number of SWD Restraints	NA	120	NA	64% of LEA's restraints were SWD.	53	NA
	Number of SWD Seclusions	NA	44	NA	79% of LEA's restraints were SWD.	26	NA

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

MARYLAND STATE DEPARTMENT OF
EDUCATION
EQUITY AND EXCELLENCE

Mohammed Choudhury
State Superintendent of Schools

June 16, 2023

Dr. Micah C. Stauffer
Superintendent
Wicomico County Board of Education
P.O. Box 1538
Salisbury, MD 21802

Dear Dr. Stauffer:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES), is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP), to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES, uses a results-based rubric for given indicators to evaluate the performance of each local education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2021 Part B determinations, Wicomico County Public Schools has achieved the determination status of "**Meets Requirements**."

Attached please find supporting documents:

1. *FFY 2021 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2021 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
3. *FFY 2021 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21); and
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LEAs).

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

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

Thank you for your hard work and commitment to equity and efficiency for excellence. MSDE is committed to supporting the efforts of Wicomico County Public Schools to improve results for children and youth with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call Dr. Brian Morrison, Branch Chief, Policy and Accountability, DEI/SES, at 410-767-0863.

Sincerely,

Dr. Deann Collins
Deputy Superintendent
Office of the Deputy Superintendent of Teaching and Learning

DC/BMM:mj

Attachments

c: Bonnie Walston
Alison Barmat
Carmen Brown
Molly Conner
Brian Morrison
Ibijoke Owolabi

Wicomico County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators									
SPP/APR Indicators Results Indicator / Compliance Indicator				FFY 2021			Action Required	Previous Results	
				State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2020-2021) COMAR 13A.03.02.09 COMAR 13A.05.01.01			≥ 73.85%	62.96%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	62.86%	52.88%
2	Students with IEPs dropping out (lag data based on 2020-2021) *New Methodology for FFY 2021 COMAR 13A.08.01.07			≤ 13.26%	18.52%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	3.85%	3.77%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 95.00%	99.12%	Met	LEA met 4 of 6 sub-indicators. No further action required.	NA	NA
			Reading	≥ 95.00%	99.12%	Met		NA	NA
		8	Mathematics	≥ 95.00%	94.20%	Not Met		NA	NA
			Reading	≥ 95.00%	93.48%	Not Met		NA	NA
		HS	Mathematics	≥ 95.00%	96.67%	Met		NA	NA
			Reading	≥ 95.00%	97.44%	Met		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 11.00 %	3.81%	Not Met	Proficiency targets were not met in any grade or content area. Submit an Improvement Plan within 30 days from the date of this letter to improve proficiency rates for subject areas that did not meet the state target.	7.21%	NA
			Reading	≥ 9.70%	6.67%	Not Met		0.91%	NA
		8	Mathematics	≥ 2.20%	0.93%	Not Met		0.00%	NA
			Reading	≥ 6.90%	2.80%	Not Met		4.08%	NA
		HS	Mathematics	≥ 8.50%	0.00%	Not Met		0.00%	NA
			Reading	≥ 14.00%	5.00%	Not Met		0.00%	NA

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

Wicomico County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 25.00%	0.00%	Not Met	Proficiency targets were not met in any grade or content area. Submit an Improvement Plan within 30 days from the date of this letter to improve proficiency rates for subject areas that did not meet the state target.	0.00%	NA
			Reading	≥ 40.00%	0.00%	Not Met		7.69%	NA
		8	Mathematics	≥ 33.00%	13.64%	Not Met		0.00%	NA
			Reading	≥ 50.00%	13.64%	Not Met		0.00%	NA
		HS	Mathematics	≥ 53.00%	18.75%	Not Met		46.15%	NA
			Reading	≥ 53.00%	6.25%	Not Met		53.85%	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.00	23.56%	Not Met	LEA met 2 of 6 sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to narrow the achievement gap for subject areas that did not meet the state target.	8.84%	NA
			Reading	≤ 17.00	34.08%	Not Met		16.18%	NA
		8	Mathematics	≤ 6.31	10.06%	Not Met		10.62%	NA
			Reading	≤ 24.00	27.89%	Not Met		22.80%	NA
		HS	Mathematics	≤ 34.50	23.84%	Met		52.78%	NA
			Reading	≤ 48.00	35.49%	Met		61.58%	NA
4A	Discrepancy in multiple suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	0.10	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	0.62
	Discrepancy in single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	1.67	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	1.67
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)			≥ 71.00%	82.3%	Met	Target met. No further action required.	80.81%	80.30%

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

Wicomico County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	COMAR 13A.05.01.10							
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		≤ 11.75%	8.2%	Met	Target met. No further action required.	9.97%	10.04%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16		≤ 6.25%	0.7%	Met	Target met. No further action required.	0.13%	0.32%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		≥ 62.00%	93.85%	Met	Target met. No further action required.	71.43%	98.64%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		≤ 20.00%	0.00%	Met	Target met. No further action required.	0.00%	0.00%
6C	Students aged 3-5 LRE: Home		≤ 0.33%	0.00%	Met	Target met. No further action required.	0.00%	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥70.50%	NA	NA	Less than 10 students.	76.19%	88.46%
		2. Exits within age expectations	≥53.50%	NA	NA	Less than 10 students.	52.00%	45.16%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥73.00%	NA	NA	Less than 10 students.	73.68%	77.27%
		2. Exits within age expectations	≥51.50%	NA	NA	Less than 10 students.	48.00%	45.16%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth	≥72.00%	NA	NA	Less than 10 students.	76.19%	88.46%
		2. Exits within age expectations	≥60.00%	NA	NA	Less than 10 students.	60.00%	59.46%
8	Parent Survey	Age 3-5	≥85.25%	*	NA	No further action required.	79%	*

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

Wicomico County Annual Data FFY 2021

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

Wicomico County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 6-21	≥72.50%	72%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	76%	75%
		Preschool Response Rate	≥21%	15%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	32%	NA
		School-Age Response Rate	≥9%	10%	Met	Target met. No further action required.	17%	NA
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥25.00%	Small cell size	NA	No further action required.	14.68%	Small cell size
		B. Higher ED or employed w/in 1 year of leaving HS	≥57.00%	55.56%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	50.46%	51.02%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	58.02%	Met	Target met. No further action required.	50.46%	56.12%
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*American Indian/Alaska Native*	< 2.00	*	Met	**Disproportionality** in the suspension and expulsion of Black/African American SWD was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	*	*
		Asian	< 2.00	*	Met		*	*
		Black/African American	< 2.00	3.89	Met		*	6.05
		Native Hawaiian/ Pacific Islander	< 2.00	*	Met		*	*
		White	< 2.00	*	Met		*	*
		2 or more races	< 2.00	*	Met		*	*
		Hispanic/Latino	< 2.00	*	Met		*	*
9 (Ages	Disproportionate representation	*American Indian/Alaska Native*	< 2.00	0.73	Met	**Disproportionality** in the identification of SWD by race/ethnicity was not identified. No further	*	0.73

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

Wicomico County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

6-21)	(≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*Asian*	< 2.00	0.38	Met	action required.	0.31	0.30
		Black/African American	< 2.00	1.30	Met		1.34	1.38
		Native Hawaiian/ Pacific Islander	< 2.00	*	Met		*	*
		White	< 2.00	0.97	Met		0.95	0.90
		2 or more races	< 2.00	0.92	Met		0.94	0.98
		Hispanic/Latino	< 2.00	0.73	Met		0.7	0.70

FFY 2021 (SFY 2022) Part B Indicators

SPP/APR Indicators Results Indicator / Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality was not identified. No further action required.
		Asian	*	*	*	*	*	*	
		Black/African American	1.52	1.76	1.31	0.83	1.36	0.90	
		Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
		White	0.76	0.73	1.11	1.51	0.98	1.06	

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

		2 or more races	0.70	0.74	*	1.07	1.22	1.04	
		Hispanic/Latino	1.01	0.83	*	0.63	0.49	0.98	

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

Wicomico County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2021			Action Required	Previous Results	
		State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	100%	Met	Target met. No further action required.	100%	100%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met	Target met. No further action required.	NA	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required.	100%	100%
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	<100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	<100%	100%
	Number of State complaints filed	NA	2	NA	1 complaint withdrawn or resolved.	1	0
	Number of State complaints identified with violation(s)	NA	0	NA	No further action required.	NA	0
	Number of State findings from State complaints corrected in a timely manner	NA	NA	NA	No further action required.	NA	0

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

Wicomico County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	Number of due process hearings filed	NA	0	NA	No further action required.	0	1
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	0
	Fiscal Accountability: Number of findings identified	NA	≥1	Not Met	Fiscal Finding(s) in FFY 2021 must be corrected within 1 year of notification, consistent with OSEP Memo 09-02.	0	0
	Percentage of students taking the Alternate Assessment: Reading	<1.0%	1.2%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	1.4%	NA
	Percentage of students taking the Alternate Assessment: Math	<1.0%	1.2%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	1.4%	NA
	Percentage of students taking the Alternate Assessment: Science	<1.0%	1.9%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	1.2%	NA
	Number of SWD Restraints	NA	23	NA	61% of LEA's restraints were SWD.	8	NA
	Number of SWD Seclusions	NA	0	NA	LEA reports no seclusion.	NA	NA

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

MARYLAND STATE DEPARTMENT OF
EDUCATION
EQUITY AND EXCELLENCE

Mohammed Choudhury
State Superintendent of Schools

June 16, 2023

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

Dear Mr. Taylor:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES), is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP), to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES, uses a results-based rubric for given indicators to evaluate the performance of each local education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2021 Part B determinations, Worcester County Public Schools has achieved the determination status of "**Meets Requirements**."

Attached please find supporting documents:

1. *FFY 2021 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2021 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
3. *FFY 2021 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21); and
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LEAs).

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

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

Thank you for your hard work and commitment to equity and efficiency for excellence. MSDE is committed to supporting the efforts of Worcester County Public Schools to improve results for children and youth with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call Dr. Brian Morrison, Branch Chief, Policy and Accountability, DEI/SES, at 410-767-0863.

Sincerely,

Dr. Deann Collins
Deputy Superintendent
Office of the Deputy Superintendent of Teaching and Learning

DC/BMM:mj

Attachments

c: Windy Phillps
Alison Barmat
Carmen Brown
Molly Conner
Brian Morrison
Ibijoke Owolabi

Worcester County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators									
SPP/APR Indicators Results Indicator Compliance Indicator				FFY 2021			Action Required	Previous Results	
				State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2020-2021) COMAR 13A.03.02.09 COMAR 13A.05.01.01			≥ 73.85%	82.76%	Met	Target met. No further action required.	75.00%	78.81%
2	Students with IEPs dropping out (lag data based on 2020-2021) *New Methodology for FFY 2021 COMAR 13A.08.01.07			≤ 13.26%	3.45%	Met	Target met. No further action required.	0.00%	0.77%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 95.00%	100.00%	Met	Participation of 95% or greater was for all assessed areas. No further action required.	NA	NA
			Reading	≥ 95.00%	100.00%	Met		NA	NA
		8	Mathematics	≥ 95.00%	100.00%	Met		NA	NA
			Reading	≥ 95.00%	100.00%	Met		NA	NA
		HS	Mathematics	≥ 95.00%	97.78%	Met		NA	NA
			Reading	≥ 95.00%	95.74%	Met		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥11.00 %	11.90%	Met	LEA met 4 of 6 sub-indicators. No further action required.	11.36%	NA
			Reading	≥ 9.70%	19.05%	Met		9.09%	NA
		8	Mathematics	≥ 2.20%	7.14%	Met		4.76%	NA
			Reading	≥ 6.90%	14.29%	Met		7.50%	NA
		HS	Mathematics	≥ 8.50%	2.94%	Not Met		24.00%	NA
			Reading	≥ 14.00%	2.86%	Not Met		23.91%	NA

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

Worcester County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 25.00%	0.00%	Not Met	LEA did not meet targets for any sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to improve proficiency rates for subject areas that did not meet the state target.	0.00%	NA
			Reading	≥ 40.00%	0.00%	Not Met		0.00%	NA
		8	Mathematics	≥ 33.00%	0.00%	NA		NA	NA
			Reading	≥ 50.00%	0.00%	NA		NA	NA
		HS	Mathematics	≥ 53.00%	30.00%	Not Met		66.67%	NA
			Reading	≥ 53.00%	10.00%	Not Met		83.33%	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.00	30.49%	Not Met	LEA met 2 of 6 sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to narrow the achievement gap for subject areas that did not meet the state target.	19.74%	NA
			Reading	≤ 17.00	43.48%	Not Met		19.55%	NA
		8	Mathematics	≤ 6.31	39.70%	Not Met		20.07%	NA
			Reading	≤ 24.00	54.81%	Not Met		27.67%	NA
		HS	Mathematics	≤ 34.50	30.33%	Met		40.25%	NA
			Reading	≤ 48.00	46.19%	Met		54.29%	NA
4A	Discrepancy in multiple suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	*	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*
	Discrepancy in single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	*	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	*
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)			≥ 71.00%	84.6%	Met	Target met. No further action required.	85.67%	84.52%

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

Worcester County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	COMAR 13A.05.01.10							
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		≤ 11.75%	3.9%	Met	Target met. No further action required.	2.77%	3.56%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16		≤ 6.25%	3.7%	Met	Target met. No further action required.	4.47%	4.95%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		≥ 62.00%	79.76%	Met	Target met. No further action required.	77.22%	84.50%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		≤ 20.00%	1.19%	Met	Target met. No further action required.	1.27%	1.55%
6C	Students aged 3-5 LRE: Home		≤ 0.33%	0.00%	Met	Target met. No further action required.	1.27%	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥70.50%	100.00%	Met	Target met. No further action required.	73.33%	89.47%
		2. Exits within age expectations	≥53.50%	52.17%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	47.06%	54.17%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥73.00%	95.00%	Met	Target met. No further action required.	92.86%	83.33%
		2. Exits within age expectations	≥51.50%	56.52%	Met	Target met. No further action required.	64.71%	54.17%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth	≥72.00%	83.33%	Met	Target met. No further action required.	87.50%	90.48%
		2. Exits within age expectations	≥60.00%	52.17%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	52.94%	62.50%

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

Worcester County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 3-5	≥85.25%	93%	Met	Target met. No further action required.	85%	81%
		Age 6-21	≥72.50%	79%	Met	Target met. No further action required.	86%	84%
		Preschool Response Rate	≥21%	41%	Met	Target met. No further action required.	52%	NA
		School-Age Response Rate	≥9%	13%	Met	Target met. No further action required.	17%	NA
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥25.00%	24.14%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	NA	Small cell size
		B. Higher ED or employed w/in 1 year of leaving HS	≥57.00%	74.14%	Met	Target met. No further action required.	48.98%	72.41%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	74.14%	Met	Target met. No further action required.	48.98%	84.48%
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*American Indian/Alaska Native*	< 2.00	*	Met	**Disproportionality** in the suspension and expulsion of SWD by race/ethnicity was not identified. No further action required.	*	*
		Asian	< 2.00	*	Met		*	*
		Black/African American	< 2.00	*	Met		*	*
		Native Hawaiian/ Pacific Islander	< 2.00	*	Met		*	*
		White	< 2.00	*	Met		*	*
		2 or more races	< 2.00	*	Met		*	*
		Hispanic/Latino	< 2.00	*	Met		*	*
9	Disproportionate	*American*	< 2.00	*	Met	**Disproportionality** in the identification of SWD by	*	*

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

Worcester County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

(Ages 6-21)	representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*Indian/Alaska Native*				race/ethnicity was not identified. No further action required.		
		Asian	< 2.00	0.63	Met		0.63	0.81
		Black/African American	< 2.00	1.34	Met		1.33	1.49
		Native Hawaiian/ Pacific Islander	< 2.00	*	Met		*	*
		White	< 2.00	0.80	Met		0.83	0.78
		2 or more races	< 2.00	1.16	Met		1.11	1.03
		Hispanic/Latino	< 2.00	1.00	Met		0.95	0.88

FFY 2021 (SFY 2022) Part B Indicators

SPP/APR Indicators Results Indicator / Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	American Indian/Alaska Native	*	*	*	*	*	*	Disproportionality for Black/African American students with Intellectual Disabilities, Emotional Disabilities, and Other Health Impairments was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
		Asian	*	*	*	*	*	*	
		Black/African American	2.37	1.63	2.59	1.04	2.70	1.43	
		Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
		White	0.40	0.60	0.48	1.99	0.65	0.83	

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

		2 or more races	*	1.31	*	0.56	1.11	1.56	
		Hispanic/Latino	*	1.04	*	1.33	1.03	0.90	

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

Worcester County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2021			Action Required	Previous Results	
		State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	100%	Met	Target met. No further action required.	98.94%	100%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met	Target met. No further action required.	100%	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required.	100%	100%
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	Number of State complaints filed	NA	0	NA	No further action required.	1	1
	Number of State complaints identified with violation(s)	NA	NA	NA	No further action required.	0	0
	Number of State findings from State complaints corrected in a timely manner	NA	NA	NA	No further action required.	NA	0

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

Worcester County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	Number of due process hearings filed	NA	0	NA	No further action required.	0	0
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	0
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0
	Percentage of students taking the Alternate Assessment: Reading	<1.0%	1.0%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	0.9%	NA
	Percentage of students taking the Alternate Assessment: Math	<1.0%	1.0%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	0.8%	NA
	Percentage of students taking the Alternate Assessment: Science	<1.0%	1.2%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	1.0%	NA
	Number of SWD Restraints	NA	75	NA	87% of LEA's restraints were SWD.	0	NA
	Number of SWD Seclusions	NA	67	NA	55% of LEA's seclusions were SWD.	NA	NA

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

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Mohammed Choudhury
State Superintendent of Schools

June 16, 2023

Kimberly Pogue
Superintendent
Juvenile Services Education Program
217 E. Redwood Street
Baltimore, MD 21202

Dear Ms. Webb:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES), is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP), to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES, uses a results-based rubric for given indicators to evaluate the performance of each local education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2021 Part B determinations, the Juvenile Services Education Program has achieved the determination status of "**Meets Requirements**."

Attached please find supporting documents:

1. *FFY 2021 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2021 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
3. *FFY 2021 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21); and
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LEAs).

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

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

Thank you for your hard work and commitment to equity and efficiency for excellence. MSDE is committed to supporting the efforts of the Juvenile Services Education Program to improve results for children and youth with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call Dr. Brian Morrison, Branch Chief, Policy and Accountability, DEI/SES, at 410-767-0863.

Sincerely,

Dr. Deann Collins
Deputy Superintendent
Office of the Deputy Superintendent of Teaching and Learning

DC/BMM:mj

Attachments

c: Shelby Webb
Alison Barmat
Carmen Brown
Molly Conner
Brian Morrison
Ibijoke Owolabi

JSES
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators									
SPP/APR Indicators Results Indicator Compliance Indicator				FFY 2021			Action Required	Previous Results	
				State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2020-2021) COMAR 13A.03.02.09 COMAR 13A.05.01.01			≥ 73.85%	NA	NA	Student level data are reported in the LEA of residency.	NA	NA
2	Students with IEPs dropping out (lag data based on 2020-2021) *New Methodology for FFY 2021 COMAR 13A.08.01.07			≤ 13.26%	NA	NA	Student level data are reported in the LEA of residency.	NA	NA
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 95.00%	NA	NA	Student level data are reported in the LEA of residency.	NA	NA
			Reading	≥ 95.00%	NA	NA		NA	NA
		8	Mathematics	≥ 95.00%	NA	NA		NA	NA
			Reading	≥ 95.00%	NA	NA		NA	NA
		HS	Mathematics	≥ 95.00%	NA	NA		NA	NA
			Reading	≥ 95.00%	NA	NA		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥11.00 %	NA	NA	Student level data are reported in the LEA of residency.	NA	NA
			Reading	≥ 9.70%	NA	NA		NA	NA
		8	Mathematics	≥ 2.20%	NA	NA		NA	NA
			Reading	≥ 6.90%	NA	NA		NA	NA
		HS	Mathematics	≥ 8.50%	NA	NA		NA	NA
			Reading	≥ 14.00%	NA	NA		NA	NA

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

JSES
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 25.00%	NA	NA	Student level data are reported in the LEA of residency.	NA	NA
			Reading	≥ 40.00%	NA	NA		NA	NA
		8	Mathematics	≥ 33.00%	NA	NA		NA	NA
			Reading	≥ 50.00%	NA	NA		NA	NA
		HS	Mathematics	≥ 53.00%	NA	NA		NA	NA
			Reading	≥ 53.00%	NA	NA		NA	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.00	NA	NA	Student level data are reported in the LEA of residency.	NA	NA
			Reading	≤ 17.00	NA	NA		NA	NA
		8	Mathematics	≤ 6.31	NA	NA		NA	NA
			Reading	≤ 24.00	NA	NA		NA	NA
		HS	Mathematics	≤ 34.50	NA	NA		NA	NA
			Reading	≤ 48.00	NA	NA		NA	NA
4A	Discrepancy in multiple suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	NA	NA	No further action required.	NA	NA
	Discrepancy in single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	NA	NA	No further action required.	NA	NA
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)			≥ 71.00%	NA	NA	No further action required.	NA	NA

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

JSES
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	COMAR 13A.05.01.10							
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		≤ 11.75%	NA	NA	No further action required.	NA	NA
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16		≤ 6.25%	NA	NA	No further action required.	NA	NA
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		≥ 62.00%	NA	NA	No further action required.	NA	NA
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		≤ 20.00%	NA	NA	No further action required.	NA	NA
6C	Students aged 3-5 LRE: Home		≤ 0.33%	NA	NA	No further action required.	NA	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥70.50%	NA	NA	No further action required.	NA	NA
		2. Exits within age expectations	≥53.50%	NA	NA	No further action required.	NA	NA
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥73.00%	NA	NA	No further action required.	NA	NA
		2. Exits within age expectations	≥51.50%	NA	NA	No further action required.	NA	NA
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth	≥72.00%	NA	NA	No further action required.	NA	NA
		2. Exits within age expectations	≥60.00%	NA	NA	No further action required.	NA	NA
8	Parent Survey	Age 3-5	≥85.25%	NA	NA	No further action required.	NA	NA

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

JSES
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 6-21	≥72.50%	80%	Met	Target met. No further action required.	73%	71.00%
		Preschool Response Rate	≥21%	NA	NA	No further action required.	NA	NA
		School-Age Response Rate	≥9%	54%	Met	Target met. No further action required.	33%	NA
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥25.00%	NA	NA	No further action required.	NA	NA
		B. Higher ED or employed w/in 1 year of leaving HS	≥57.00%	NA	NA	No further action required.	NA	NA
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	NA	NA	No further action required.	NA	NA
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*American Indian/Alaska Native*	< 2.00	NA	NA	No further action required.	NA	NA
		Asian	< 2.00	NA	NA		NA	NA
		Black/African American	< 2.00	NA	NA		NA	NA
		Native Hawaiian/ Pacific Islander	< 2.00	NA	NA		NA	NA
		White	< 2.00	NA	NA		NA	NA
		2 or more races	< 2.00	NA	NA		NA	NA
		Hispanic/Latino	< 2.00	NA	NA		NA	NA
9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification Discrepancy exists	*American Indian/Alaska Native*	< 2.00	NA	NA	No further action required.	NA	NA
		Asian	< 2.00	NA	NA		NA	NA
		Black/African American	< 2.00	NA	NA		NA	NA
		Native Hawaiian/ Pacific Islander	< 2.00	NA	NA		NA	NA
		White	< 2.00	NA	NA		NA	NA

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

JSES
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21							
		2 or more races	< 2.00	NA	NA		NA	NA
		Hispanic/Latino	< 2.00	NA	NA		NA	NA

FFY 2021 (SFY 2022) Part B Indicators

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

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

JSES
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2021			Action Required	Previous Results	
		State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	100%	Met	Target met. No further action required.	100%	100%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	NA	NA	No further action required.	NA	NA
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required.	100%	100%
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	Number of State complaints filed	NA	0	NA	No further action required.	4	1
	Number of State complaints identified with violation(s)	NA	0	NA	No further action required.	1	0
	Number of State findings from State complaints corrected in a timely manner	NA	0	NA	No further action required.	0	0

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

JSES
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	Number of due process hearings filed	NA	0	NA	No further action required.	0	0
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	0
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0
	Percentage of students taking the Alternate Assessment: Reading	<1.0%	NA	NA	No further action required.	NA	NA
	Percentage of students taking the Alternate Assessment: Math	<1.0%	NA	NA	No further action required.	NA	NA
	Percentage of students taking the Alternate Assessment: Science	<1.0%	NA	NA	No further action required.	NA	NA
	Number of SWD Restraints	NA	NA	NA	No further action required.	NA	NA
	Number of SWD Seclusions	NA	NA	NA	No further action required.	NA	NA

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

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Mohammed Choudhury
State Superintendent of Schools

June 16, 2023

Dr. Sonja B. Santelises
Chief Executive Officer
Baltimore City Public Schools
200 East North Avenue
Baltimore, MD 21202

Dear Dr. Santelises:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES), is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP), to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES, uses a results-based rubric for given indicators to evaluate the performance of each local education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2021 Part B determinations, Baltimore City Public Schools has achieved the determination status of "**Needs Intervention, 2 or more years**."

Attached please find supporting documents:

1. *FFY 2021 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2021 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
3. *FFY 2021 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21); and
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LEAs).

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

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

Thank you for your hard work and commitment to equity and efficiency for excellence. MSDE is committed to supporting the efforts of Baltimore City Public Schools to improve results for children and youth with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call Dr. Brian Morrison, Branch Chief, Policy and Accountability, DEI/SES, at 410-767-0863.

Sincerely,

Dr. Deann Collins
Deputy Superintendent
Office of the Deputy Superintendent of Teaching and Learning

DC/BMM:mj

Attachments

c: Courtney Hill
Alison Barmat
Carmen Brown
Molly Conner
Brian Morrison
Ibijoke Owolabi

Baltimore City
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators									
SPP/APR Indicators Results Indicator / Compliance Indicator				FFY 2021			Action Required	Previous Results	
				State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2020-2021) COMAR 13A.03.02.09 COMAR 13A.05.01.01			≥ 73.85%	52.58%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	54.24%	47.58%
2	Students with IEPs dropping out (lag data based on 2020-2021) *New Methodology for FFY 2021 COMAR 13A.08.01.07			≤ 13.26%	32.17%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	4.70%	7.11%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 95.00%	96.32%	Met	LEA met 3 of 6 sub-indicators. No further action required.	NA	NA
			Reading	≥ 95.00%	97.08%	Met		NA	NA
		8	Mathematics	≥ 95.00%	90.86%	Not Met		NA	NA
			Reading	≥ 95.00%	92.33%	Not Met		NA	NA
		HS	Mathematics	≥ 95.00%	97.31%	Met		NA	NA
			Reading	≥ 95.00%	86.71%	Not Met		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥11.00 %	2.24%	Not Met	LEA did not meet any of the 6 sub-indicators. Submit an Improvement Plan within 30 days from the date of this letter to improve proficiency rates for subject areas that did not meet the state target.	1.62%	NA
			Reading	≥ 9.70%	3.05%	Not Met		1.73%	NA
		8	Mathematics	≥ 2.20%	0.70%	Not Met		0.00%	NA
			Reading	≥ 6.90%	2.05%	Not Met		0.65%	NA
		HS	Mathematics	≥ 8.50%	1.02%	Not Met		1.89%	NA
			Reading	≥ 14.00%	5.39%	Not Met		3.27%	NA
3C	Proficiency rate for	4	Mathematics	≥ 25.00%	15.91%	Not Met	LEA did not meet any of the 6 sub-indicators.	16.22%	NA

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

Baltimore City
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05		Reading	≥ 40.00%	4.55%	Not Met	Submit an Improvement Plan within 30 days from the date of this letter to improve proficiency rates for subject areas that did not meet the state target.	30.95%	NA
		8	Mathematics	≥ 33.00%	12.70%	Not Met		0.00%	NA
			Reading	≥ 50.00%	9.68%	Not Met		0.00%	NA
		HS	Mathematics	≥ 53.00%	14.47%	Not Met		66.04%	NA
			Reading	≥ 53.00%	10.67%	Not Met		58.49%	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.00	6.68%	Met	LEA met 5 of 6 sub-indicators. No further action required.	4.93%	NA
			Reading	≤ 17.00	17.88%	Not Met		7.74%	NA
		8	Mathematics	≤ 6.31	5.00%	Met		3.45%	NA
			Reading	≤ 24.00	19.63%	Met		9.02%	NA
		HS	Mathematics	≤ 34.50	10.65%	Met		14.66%	NA
			Reading	≤ 48.00	36.37%	Met		31.81%	NA
4A	Discrepancy in multiple suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	0.72	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	1.33
	Discrepancy in single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	0.39	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	4.33
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10			≥ 71.00%	59.9%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	57.51%	57.56%

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

Baltimore City
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		≤ 11.75%	21.1%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	22.50%	22.55%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16		≤ 6.25%	5.3%	Met	Target met. No further action required.	5.91%	6.15%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		≥ 62.00%	68.27%	Met	Target met. No further action required.	55.33%	72.91%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		≤ 20.00%	14.64%	Met	Target met. No further action required.	11.83%	12.22%
6C	Students aged 3-5 LRE: Home		≤ 0.33%	1.72%	Not Met	Target not met. However, no further action required.	0.63%	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥70.50%	68.16%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	64.23%	72.16%
		2. Exits within age expectations	≥53.50%	42.71%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	36.96%	57.14%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥73.00%	68.40%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	63.14%	73.08%
		2. Exits within age expectations	≥51.50%	41.67%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	37.95%	50.75%
7C	Students aged 3-5	1. Exits with	≥72.00%	70.98%	Not Met	Target not met. Submit an Improvement Plan	64.26%	57.15%

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

Baltimore City
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	substantial growth				within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.		
		2. Exits within age expectations	≥60.00%	46.18%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	41.91%	54.79%
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 3-5	≥85.25%	78%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	71%	85.00%
		Age 6-21	≥72.50%	64%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	64%	71.00%
		Preschool Response Rate	≥21%	8%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	9%	71.00%
		School-Age Response Rate	≥9%	3%	Not Met	Target not met Submit an Improvement Plan within 30 days from the date of this letter: identify strategies to improve the Parent Survey response rate.	9%	NA
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥25.00%	11.03%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	12.35%	NA
		B. Higher ED or employed w/in 1 year of leaving HS	≥57.00%	54.36%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	47.78%	16.16%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	56.15%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	47.78%	54.72%
4B	Discrepancy	*American*	< 2.00	*	NA	**Disproportionality** in the suspension and	*	*

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

Baltimore City
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

(Ages 6-21)	(≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*Indian/Alaska Native*				expulsion of Black/African American SWD was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.		
		Asian	< 2.00	*	NA		*	*
		Black/African American	< 2.00	3.11	Not Met		*	3.09
		Native Hawaiian/ Pacific Islander	< 2.00	*	NA		*	*
		White	< 2.00	*	NA		*	*
		2 or more races	< 2.00	*	NA		*	*
		Hispanic/Latino	< 2.00	*	NA		*	*
9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*American Indian/Alaska Native*	< 2.00	0.69	Met	**Disproportionality** in the identification of SWD by race/ethnicity was not identified. No further action required.	0.61	0.66
		Asian	< 2.00	0.30	Met		0.24	0.25
		Black/African American	< 2.00	1.78	Met		1.73	1.67
		Native Hawaiian/ Pacific Islander	< 2.00	0.90	Met		0.88	0.86
		White	< 2.00	0.98	Met		1.01	1.01
		2 or more races	< 2.00	0.55	Met		0.54	0.60
		Hispanic/Latino	< 2.00	0.45	Met		0.45	0.46

FFY 2021 (SFY 2022) Part B Indicators

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

Baltimore City
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

SPP/APR Indicators Results Indicator Compliance Indicator									Required Action
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	American Indian/Alaska Native	*	*	*	*	1.25	*	Disproportionality for Black/African American students with Intellectual Disabilities, Emotional Disabilities, and Other Health Impairments was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
		Asian	0.37	*	*	*	*	1.23	
		Black/African American	2.37	1.63	2.59	1.04	2.70	1.43	
		Native Hawaiian/ Pacific Islander	*	1.98	*	*	*	*	
		White	0.57	0.94	1.01	1.57	0.82	1.17	
		2 or more races	0.29	0.46	0.48	1.13	0.45	0.75	
		Hispanic/Latino	0.43	0.56	0.19	0.73	0.23	0.51	

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

Baltimore City
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators							
SPP/APR Indicators Results Indicator / Compliance Indicator		FFY 2021			Action Required	Previous Results	
		State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	93.58%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results. Correction of the noncompliance must be demonstrated and verified within 1year of this letter. Subsequent data demonstrated that the noncompliance identified in FFY 2020 was corrected within one year of the written finding.	93.26%	96.60%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met	Target met. No further action required. Subsequent data demonstrated that the noncompliance identified in FFY 2020 was corrected within one year of the written finding.	84.62%	97.37%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required.	100%	93.22%
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	<100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	<100%	100%
	Number of State complaints filed	NA	16	NA	16 complaints received. 2 withdrawn or resolved.	9	14

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

Baltimore City
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	Number of State complaints identified with violation(s)	NA	11	NA	10 complaints required corrective action.	2	8
	Number of State findings from State complaints corrected in a timely manner	NA	8	NA	2 corrective actions not yet due at this time.	1	7
	Number of due process hearings filed	NA	10	NA	No further action required.	8	17
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	0
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0
	Percentage of students taking the Alternate Assessment: Reading	<1.0%	1.0%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	0.8%	NA
	Percentage of students taking the Alternate Assessment: Math	<1.0%	1.1%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	0.8%	NA
	Percentage of students taking the Alternate Assessment: Science	<1.0%	1.6%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes to reduce the percentage of SWD taking the alternate assessment.	1.0%	NA
	Number of SWD Restraints	NA	0	NA	LEA reported no restraints.	1	NA
	Number of SWD Seclusions	NA	0	NA	LEA reported no seclusions.	NA	NA

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

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Mohammed Choudhury
State Superintendent of Schools

June 16, 2023

Ms. Tashawna Miller
Director of Education
SEED School of Maryland
200 Font Hill Avenue
Baltimore, Maryland 21223

Dear Ms. Miller:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES), is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP), to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES, uses a results-based rubric for given indicators to evaluate the performance of each local education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2021 Part B determinations, the SEED School of Maryland has achieved the determination status of "**Meets Requirements**."

Attached please find supporting documents:

1. *FFY 2021 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2021 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
3. *FFY 2021 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21); and
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LEAs).

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

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

Thank you for your hard work and commitment to equity and efficiency for excellence. MSDE is committed to supporting the efforts of the SEED School of Maryland to improve results for children and youth with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call Dr. Brian Morrison, Branch Chief, Policy and Accountability, DEI/SES, at 410-767-0863.

Sincerely,

Dr. Deann Collins
Deputy Superintendent
Office of the Deputy Superintendent of Teaching and Learning

DC/BMM:mj

Attachments

c: Hope O'Neil
Alison Barmat
Carmen Brown
Molly Conner
Brian Morrison
Ibijoke Owolabi

SEED School
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators									
SPP/APR Indicators Results Indicator / Compliance Indicator				FFY 2021			Action Required	Previous Results	
				State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2020-2021) COMAR 13A.03.02.09 COMAR 13A.05.01.01			≥ 73.85%	100%	Met	Target met. No further action required.	100%	100%
2	Students with IEPs dropping out (lag data based on 2020-2021) *New Methodology for FFY 2021 COMAR 13A.08.01.07			≤ 13.26%	0.00%	Met	Target met. No further action required.	0.00%	0.00%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 95.00%	NA	NA	Participation of 95% or greater was achieved in high school reading and math. Participation of less than 95% was achieved in 8th grade reading and math. Submit an Improvement Plan within 30 days from the date of this letter to improve participation rates for subject areas with less than 95% participation.	NA	NA
			Reading	≥ 95.00%	NA	NA		NA	NA
		8	Mathematics	≥ 95.00%	80.00%	Not met		NA	NA
			Reading	≥ 95.00%	80.00%	Not met		NA	NA
		HS	Mathematics	≥ 95.00%	100.00%	Met		NA	NA
			Reading	≥ 95.00%	100.00%	Met		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥11.00 %	NA	NA	Proficiency targets were achieved in high school reading. Proficiency targets were not achieved in 8th grade reading and math, and high school math. Submit an Improvement Plan within 30 days from the date of this letter to improve proficiency rates for subject areas that did not meet the state target.	NA	NA
			Reading	≥ 9.70%	NA	NA		NA	NA
		8	Mathematics	≥ 2.20%	0.00%	Not Met		0.00%	NA
			Reading	≥ 6.90%	0.00%	Not Met		0.00%	NA
		HS	Mathematics	≥ 8.50%	0.00%	Not Met		0.00%	NA
			Reading	≥ 14.00%	33.33%	Met		0.00%	NA

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

SEED School
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators									
SPP/APR Indicators Results Indicator / Compliance Indicator				FFY 2021			Action Required	Previous Results	
				State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 25.00%	NA	NA	No further action required.	NA	NA
			Reading	≥ 40.00%	NA	NA		NA	NA
		8	Mathematics	≥ 33.00%	NA	NA		NA	NA
			Reading	≥ 50.00%	NA	NA		NA	NA
		HS	Mathematics	≥ 53.00%	NA	NA		NA	NA
			Reading	≥ 53.00%	NA	NA		NA	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.00	NA	NA	Gap targets were achieved in all grade levels and content areas. No further action required.	NA	NA
			Reading	≤ 17.00	NA	NA		NA	NA
		8	Mathematics	≤ 6.31	0.00%	Met		1.79%	NA
			Reading	≤ 24.00	9.30%	Met		14.04%	NA
		HS	Mathematics	≤ 34.50	0.00%	Met		22.73%	NA
			Reading	≤ 48.00	13.18%	Met		38.10%	NA
4A	Discrepancy in multiple suspensions (> 10 days): Disabled vs. nondisabled ☐ Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	*	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	0.39
	Discrepancy in single suspensions (> 10 days): Disabled vs. nondisabled ☐ Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	0.50	Met	**Disproportionality** in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.	*	3.08

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

SEED School
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators								
SPP/APR Indicators Results Indicator / Compliance Indicator			FFY 2021			Action Required	Previous Results	
			State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10		≥ 71.00%	100%	Met	Target met. No further action required.	100%	100%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		≤ 11.75%	0%	Met	Target met. No further action required.	0.00%	0.00%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16		≤ 6.25%	0%	Met	Target met. No further action required.	0.00%	0.00%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		≥ 62.00%	N/A	NA	Not applicable.	N/A	N/A
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		≤ 20.00%	N/A	NA	Not applicable.	N/A	N/A
6C	Students aged 3-5 LRE: Home		≤ 0.33%	N/A	NA	Not applicable.	NA	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥70.50%	N/A	NA	Not applicable.	N/A	N/A
		2. Exits within age expectations	≥53.50%	N/A	NA	Not applicable.	N/A	N/A
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥73.00%	NA	NA	Not applicable	NA	NA
		2. Exits within age expectations	≥51.50%	NA	NA	Not applicable	NA	NA

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

SEED School
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators								
SPP/APR Indicators Results Indicator / Compliance Indicator			FFY 2021			Action Required	Previous Results	
			State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth	≥72.00%	NA	NA	Not applicable	NA	NA
		2. Exits within age expectations	≥60.00%	NA	NA	Not applicable	NA	NA
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 3-5	≥85.25%	NA	NA	No further action required.	NA	NA
		Age 6-21	≥72.50%	76%	Met	Target met. No further action required.	84%	82.00%
		Preschool Response Rate	≥21%	NA	NA	No further action required.	NA	NA
		School-Age Response Rate	≥9%	100%	Met	Target met. No further action required.	79%	NA
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥25.00%	NA	NA	No further action required.	NA	NA
		B. Higher ED or employed w/in 1 year of leaving HS	≥57.00%	NA	NA	No further action required.	NA	NA
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	NA	NA	No further action required.	NA	NA
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity Discrepancy exists in the category	*American Indian/Alaska Native*	< 2.00	*	Met	**Disproportionality** in the suspension and expulsion of Black/African American SWD was identified. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	*	*
		Asian	< 2.00	*	Met		*	*
		Black/African American	< 2.00	39.19	Met		*	*
		Native Hawaiian/ Pacific Islander	< 2.00	*	Met		*	*
		White	< 2.00	*	Met		*	*

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

SEED School
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators								
SPP/APR Indicators Results Indicator Compliance Indicator			FFY 2021			Action Required	Previous Results	
			State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
	* Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*2 or more races*	< 2.00	*	Met		*	*
		Hispanic/Latino	< 2.00	*	Met		*	*
9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*American Indian/Alaska Native*	< 2.00	*	Met	**Disproportionality** in the identification of SWD by race or ethnicity was not identified. No further action required.	*	*
		Asian	< 2.00	*	Met		*	*
		Black/African American	< 2.00	1.39	Met		1.41	1.28
		Native Hawaiian/ Pacific Islander	< 2.00	*	Met		*	*
		White	< 2.00	*	Met		*	*
		2 or more races	< 2.00	*	Met		*	*
		Hispanic/Latino	< 2.00	*	Met		*	*

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

SEED School
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators									
SPP/APR Indicators Results Indicator Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	American Indian/Alaska Native	*	*	*	*	*	*	**Disproportionality** for Black/African American students with Emotional Disabilities and Other Health Impairments was identified. Submit an Improvement Plan within 30 days from the date of this letter. Identify the root causes and evidence-based practices targeted to improve student results.
		Asian	*	*	*	*	*	*	
		Black/African American	*	1.95	6.86	*	2.79	*	
		Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	
		White	*	*	*	*	*	*	
		2 or more races	*	*	*	*	*	*	
		Hispanic/Latino	*	*	*	*	*	*	

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

SEED School
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators							
SPP/APR Indicators Results Indicator / Compliance Indicator		FFY 2021			Action Required	Previous Results	
		State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	0.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	100%	100%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	NA	NA	No further action required.	NA	NA
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	90.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	100%	100%
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Data and reports submitted in a timely and accurate manner. No further action required.	100%	100%
	Number of State complaints filed	NA	0	NA	No further action required.	0	0
	Number of State complaints identified with violation(s)	NA	NA	NA	No further action required	0	0
	Number of State findings from State complaints corrected in a timely manner	NA	NA	NA	No further action required	0	0

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

SEED School
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2021			Action Required	Previous Results	
		State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
	Number of due process hearings filed	NA	0	NA	No further action required.	0	0
	Number of due process hearings identified with violations	NA	NA	NA	No further action required.	0	0
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0
	Percentage of students taking the Alternate Assessment: Reading	<1.0%	0.00%	Met	Target met. No further action required.	0.0%	NA
	Percentage of students taking the Alternate Assessment: Math	<1.0%	0.00%	Met	Target met. No further action required.	0.0%	NA
	Percentage of students taking the Alternate Assessment: Science	<1.0%	0.00%	Met	Target met. No further action required.	0.0%	NA
	Number of SWD Restraints	NA	0	NA	LEA reported no restraints.	NA	NA
	Number of SWD Seclusions	NA	0	NA	LEA reported no seclusions.	NA	NA

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

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Mohammed Choudhury
State Superintendent of Schools

June 16, 2023

Mr. Robert Hair
Superintendent
Maryland School for the Blind
3501 Taylor Avenue
Baltimore, MD 21236

Dear Mr. Hair:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES), is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP), to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES, uses a results-based rubric for given indicators to evaluate the performance of each local education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2021 Part B determinations, the Maryland School for the Blind has achieved the determination status of "**Meets Requirements**."

Attached please find supporting documents:

1. *FFY 2021 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2021 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
3. *FFY 2021 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21); and
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LEAs).

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

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

Thank you for your hard work and commitment to equity and efficiency for excellence. MSDE is committed to supporting the efforts of the Maryland School for the Blind to improve results for children and youth with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call Dr. Brian Morrison, Branch Chief, Policy and Accountability, DEI/SES, at 410-767-0863.

Sincerely,

Dr. Deann Collins
Deputy Superintendent
Office of the Deputy Superintendent of Teaching and Learning

DC/BMM:mj

Attachments

c: Joshue Irzyk
Alison Barmat
Carmen Brown
Molly Conner
Brian Morrison
Ibijoke Owolabi

Maryland School for the Blind
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators									
SPP/APR Indicators Results Indicator / Compliance Indicator				FFY 2021			Action Required	Previous Results	
				State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2020-2021) COMAR 13A.03.02.09 COMAR 13A.05.01.01			≥ 73.85%	NA	NA	Student level data are reported in the LEA of residency.	NA	NA
2	Students with IEPs dropping out (lag data based on 2020-2021) *New Methodology for FFY 2021 COMAR 13A.08.01.07			≤ 13.26%	NA	NA	Student level data are reported in the LEA of residency.	NA	NA
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 95.00%	NA	NA	Student level data are reported in the LEA of residency.	NA	NA
			Reading	≥ 95.00%	NA	NA		NA	NA
		8	Mathematics	≥ 95.00%	NA	NA		NA	NA
			Reading	≥ 95.00%	NA	NA		NA	NA
		HS	Mathematics	≥ 95.00%	NA	NA		NA	NA
			Reading	≥ 95.00%	NA	NA		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 11.00 %	NA	NA	Student level data are reported in the LEA of residency.	NA	NA
			Reading	≥ 9.70%	NA	NA		NA	NA
		8	Mathematics	≥ 2.20%	NA	NA		NA	NA
			Reading	≥ 6.90%	NA	NA		NA	NA
		HS	Mathematics	≥ 8.50%	NA	NA		NA	NA
			Reading	≥ 14.00%	NA	NA		NA	NA

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

Maryland School for the Blind
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 25.00%	NA	NA	Student level data are reported in the LEA of residency.	NA	NA
			Reading	≥ 40.00%	NA	NA		NA	NA
		8	Mathematics	≥ 33.00%	NA	NA		NA	NA
			Reading	≥ 50.00%	NA	NA		NA	NA
		HS	Mathematics	≥ 53.00%	NA	NA		NA	NA
			Reading	≥ 53.00%	NA	NA		NA	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.00	NA	NA	Student level data are reported in the LEA of residency.	NA	NA
			Reading	≤ 17.00	NA	NA		NA	NA
		8	Mathematics	≤ 6.31	NA	NA		NA	NA
			Reading	≤ 24.00	NA	NA		NA	NA
		HS	Mathematics	≤ 34.50	NA	NA		NA	NA
			Reading	≤ 48.00	NA	NA		NA	NA
4A	Discrepancy in multiple suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	NA	NA	No further action required.	NA	NA
	Discrepancy in single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	NA	NA	No further action required.	NA	NA
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)			≥ 71.00%	NA	NA	No further action required.	NA	0.00%

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

Maryland School for the Blind
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	COMAR 13A.05.01.10							
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		≤ 11.75%	NA	NA	No further action required.	NA	0.00%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16		≤ 6.25%	NA	NA	No further action required.	NA	100%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		≥ 62.00%	81.25%	Met	Target met. No further action required.	100%	87.50%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		≤ 20.00%	0.00%	Met	Target met. No further action required.	0.00%	12.50%
6C	Students aged 3-5 LRE: Home		≤ 0.33%	0.00%	Met	Target met. No further action required.	0.00%	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥ 70.50%	NA	NA	Less than 10 students. No further action required.	66.67%	60.00%
		2. Exits within age expectations	≥ 53.50%	NA	NA	Less than 10 students. No further action required	0.00%	0.00%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥ 73.00%	NA	NA	Less than 10 students. No further action required	40.00%	60.00%
		2. Exits within age expectations	≥ 51.50%	NA	NA	Less than 10 students. No further action required	16.67%	0.00%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth	≥ 72.00%	NA	NA	Less than 10 students. No further action required	50.00%	40.00%
		2. Exits within age expectations	≥ 60.00%	NA	NA	Less than 10 students. No further action required	0.00%	0.00%
8	Parent Survey	Age 3-5	≥ 85.25%	91%	Met	Target met. No further action required.	*	100%

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

MSB Annual Data FFY 2021

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

Maryland School for the Blind
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 6-21	≥ 72.50%	79%	Met	Target met. No further action required.	88%	89%
		Preschool Response Rate	≥ 21%	92%	Met	Target met. No further action required.	27%	NA
		School-Age Response Rate	≥ 9%	39%	Met	Target met. No further action required.	48%	NA
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥ 25.00%	NA	NA	No further action required.	NA	NA
		B. Higher ED or employed w/in 1 year of leaving HS	≥ 57.00%	NA	NA	No further action required.	NA	NA
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥ 58.00%	NA	NA	No further action required.	NA	NA
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*American Indian/Alaska Native*	< 2.00	NA	NA	No further action required.	NA	NA
		Asian	< 2.00	NA	NA		NA	NA
		Black/African American	< 2.00	NA	NA		NA	NA
		Native Hawaiian/ Pacific Islander	< 2.00	NA	NA		NA	NA
		White	< 2.00	NA	NA		NA	NA
		2 or more races	< 2.00	NA	NA		NA	NA
		Hispanic/Latino	< 2.00	NA	NA		NA	NA
9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification Discrepancy exists	*American Indian/Alaska Native*	< 2.00	NA	NA	No further action required.	NA	NA
		Asian	< 2.00	NA	NA		NA	NA
		Black/African American	< 2.00	NA	NA		NA	NA
		Native Hawaiian/ Pacific Islander	< 2.00	NA	NA		NA	NA
		White	< 2.00	NA	NA		NA	NA

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

Maryland School for the Blind
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21							
		2 or more races	< 2.00	NA	NA		NA	NA
		Hispanic/Latino	< 2.00	NA	NA		NA	NA

FFY 2021 (SFY 2022) Part B Indicators

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

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

Maryland School for the Blind
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators							
SPP/APR Indicators Results Indicator / Compliance Indicator		FFY 2021			Action Required	Previous Results	
		State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	100%	Met	Target met. No further action required	100%	100%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met	Target met. No further action required.	NA	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required. Subsequent data demonstrated that the noncompliance identified in FFY 2020 was corrected within one year of the written finding.	100%	92.93%
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Data and reports submitted in a timely and accurate manner. No further action required.	100%	100%
	Number of State complaints filed	NA	1	NA	1 complaint withdrawn or resolved.	0	0
	Number of State complaints identified with violation(s)	NA	NA	NA	No further action required.	0	0
	Number of State findings from State complaints	NA	NA	NA	No further action required.	0	0

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

Maryland School for the Blind
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	corrected in a timely manner						
	Number of due process hearings filed	NA	0	NA	No further action required.	0	0
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	0
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0
	Percentage of students taking the Alternate Assessment: Reading	<1.0%	NA	NA	NA	NA	NA
	Percentage of students taking the Alternate Assessment: Math	<1.0%	NA	NA	NA	NA	NA
	Percentage of students taking the Alternate Assessment: Science	<1.0%	NA	NA	NA	NA	NA
	Number of SWD Restraints	NA	NA	NA	NA	NA	NA
	Number of SWD Seclusions	NA	NA	NA	NA	NA	NA

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

MARYLAND STATE DEPARTMENT OF
EDUCATION
EQUITY AND EXCELLENCE

Mohammed Choudhury
State Superintendent of Schools

June 16, 2023

Mr. John A. Serrano
Superintendent
Maryland School for the Deaf
101 Clarke Place
Frederick, MD 21705

Dear Mr. Serrano:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES), is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP), to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES, uses a results-based rubric for given indicators to evaluate the performance of each local education agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2021 Part B determinations, the Maryland School for the Deaf has achieved the determination status of "**Meets Requirements**."

Attached please find supporting documents:

1. *FFY 2021 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
2. *FFY 2021 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
3. *FFY 2021 Annual Report Card on State Performance Plan (SPP)/Annual Performance Reports (APR) Part B Indicators* (provides a three-year local data analysis and required actions for students with disabilities ages three through 21); and
4. *DEI/SES Differentiated Framework: Tiers of Supervision and Support* (provides the framework used by the DEI/SES to guide the level of monitoring and corresponding level of performance support provided to LEAs).

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

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

Thank you for your hard work and commitment to equity and efficiency for excellence. MSDE is committed to supporting the efforts of the Maryland School for the Deaf to improve results for children and youth with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call Dr. Brian Morrison, Branch Chief, Policy and Accountability, DEI/SES, at 410-767-0863.

Sincerely,

Dr. Deann Collins
Deputy Superintendent
Office of the Deputy Superintendent of Teaching and Learning

DC/BMM:mj

Attachments

c: Charlene Ward Marr
Tara Holloway
Alison Barmat
Carmen Brown
Molly Conner
Brian Morrison
Ibijoke Owolabi

Maryland School for the Deaf
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators									
SPP/APR Indicators Results Indicator / Compliance Indicator				FFY 2021			Action Required	Previous Results	
				State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2020-2021) COMAR 13A.03.02.09 COMAR 13A.05.01.01			≥ 73.85%	NA	NA	Student level data are reported in the LSS of residency.	NA	NA
2	Students with IEPs dropping out (lag data based on 2020-2021) *New Methodology for FFY 2021 COMAR 13A.08.01.07			≤ 13.26%	NA	NA	Student level data are reported in the LSS of residency.	NA	NA
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	4	Mathematics	≥ 95.00%	NA	NA	Student level data are reported in the LEA of residency.	NA	NA
			Reading	≥ 95.00%	NA	NA		NA	NA
		8	Mathematics	≥ 95.00%	NA	NA		NA	NA
			Reading	≥ 95.00%	NA	NA		NA	NA
		HS	Mathematics	≥ 95.00%	NA	NA		NA	NA
			Reading	≥ 95.00%	NA	NA		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥11.00 %	NA	NA	Student level data are reported in the LEA of residency.	NA	NA
			Reading	≥ 9.70%	NA	NA		NA	NA
		8	Mathematics	≥ 2.20%	NA	NA		NA	NA
			Reading	≥ 6.90%	NA	NA		NA	NA
		HS	Mathematics	≥ 8.50%	NA	NA		NA	NA
			Reading	≥ 14.00%	NA	NA		NA	NA

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

Maryland School for the Deaf
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≥ 25.00%	NA	NA	Student level data are reported in the LEA of residency.	NA	NA
			Reading	≥ 40.00%	NA	NA		NA	NA
		8	Mathematics	≥ 33.00%	NA	NA		NA	NA
			Reading	≥ 50.00%	NA	NA		NA	NA
		HS	Mathematics	≥ 53.00%	NA	NA		NA	NA
			Reading	≥ 53.00%	NA	NA		NA	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards. COMAR 13A.05.11.05	4	Mathematics	≤ 14.00	NA	NA	Student level data are reported in the LEA of residency.	NA	NA
			Reading	≤ 17.00	NA	NA		NA	NA
		8	Mathematics	≤ 6.31	NA	NA		NA	NA
			Reading	≤ 24.00	NA	NA		NA	NA
		HS	Mathematics	≤ 34.50	NA	NA		NA	NA
			Reading	≤ 48.00	NA	NA		NA	NA
4A	Discrepancy in multiple suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	NA	NA	No further action required.	NA	NA
	Discrepancy in single suspensions (> 10 days): Disabled vs. nondisabled Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03			≤ 2.00	NA	NA	No further action required.	NA	NA
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A)			≥ 71.00%		NA	No action further required.	NA	0.00%

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

Maryland School for the Deaf
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	COMAR 13A.05.01.10							
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		≤ 11.75%		NA	No further action required.	NA	0.00%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16		≤ 6.25%		NA	No further action required.	NA	100%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		≥ 62.00%	0.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	NA	0.00%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		≤ 20.00%	100.0%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	NA	100%
6C	Students aged 3-5 LRE: Home		≤ 0.33%	0.00%	Met	Target met. No further action required.	NA	NA
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥70.50%	70.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	46.15%	63.64%
		2. Exits within age expectations	≥53.50%	50.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	38.89%	60.87%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥73.00%	41.67%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	50.00%	63.64%
		2. Exits within age expectations	≥51.50%	37.50%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	38.89%	52.17%

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

MSD Annual Data FFY 2021

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

Maryland School for the Deaf
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth	≥72.00%	70.00%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	61.54%	50.00%
		2. Exits within age expectations	≥60.00%	56.25%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	55.56%	69.57%
8	Parent Survey Note: Response Rate targets based on State mean. * Less than 10 survey responses	Age 3-5	≥85.25%	73%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	91%	92%
		Age 6-21	≥72.50%	69%	Not Met	Target not met. Submit an Improvement Plan within 30 days from the date of this letter; identify the root causes and evidence-based practices to improve student results.	81%	80%
		Preschool Response Rate	≥21%	62%	Met	Target met. No further action required.	27%	NA
		School-Age Response Rate	≥9%	23%	Met	Target met. No further action required.	23%	NA
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	A. Higher ED w/in 1 year of leaving HS	≥25.00%	NA	NA	No further action required.	NA	NA
		B. Higher ED or employed w/in 1 year of leaving HS	≥57.00%	NA	NA	No further action required.	NA	NA
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥58.00%	NA	NA	No further action required.	NA	NA
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity	*American Indian/Alaska Native*	< 2.00	NA	NA	No further action required.	NA	NA
		Asian	< 2.00	NA	NA		NA	NA
		Black/African American	< 2.00	NA	NA		NA	NA
		Native Hawaiian/	< 2.00	NA	NA		NA	NA

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

MSD Annual Data FFY 2021

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

Maryland School for the Deaf
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*Pacific Islander*						
		White	< 2.00	NA	NA		NA	NA
		2 or more races	< 2.00	NA	NA		NA	NA
		Hispanic/Latino	< 2.00	NA	NA		NA	NA
9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	*American Indian/Alaska Native*	< 2.00	NA	NA	No further action required.	NA	NA
		Asian	< 2.00	NA	NA		NA	NA
		Black/African American	< 2.00	NA	NA		NA	NA
		Native Hawaiian/ Pacific Islander	< 2.00	NA	NA		NA	NA
		White	< 2.00	NA	NA		NA	NA
		2 or more races	< 2.00	NA	NA		NA	NA
		Hispanic/Latino	< 2.00	NA	NA		NA	NA

FFY 2021 (SFY 2022) Part B Indicators

SPP/APR Indicators Results Indicator / Compliance Indicator			Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Other Health Impairment	Autism	Required Action
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate	American Indian/Alaska Native	NA	NA	NA	NA	NA	NA	
		Asian	NA	NA	NA	NA	NA	NA	

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

	identification ☐ Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	Black/African American	NA	NA	NA	NA	NA	NA	
		Native Hawaiian/ Pacific Islander	NA	NA	NA	NA	NA	NA	
		White	NA	NA	NA	NA	NA	NA	
		2 or more races	NA	NA	NA	NA	NA	NA	
		Hispanic/Latino	NA	NA	NA	NA	NA	NA	

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

Maryland School for the Deaf
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

FFY 2021 (SFY 2022) Part B Indicators							
SPP/APR Indicators Results Indicator Compliance Indicator		FFY 2021			Action Required	Previous Results	
		State Target	Local Results[1]	Target Met		FFY 2020	FFY 2019
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	100%	Met	Target met. No further action required	100%	100%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met	Target met. No further action required	100%	100%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	100%	Met	Target met. No further action required	100%	96.25%
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Data and reports submitted in a timely and accurate manner. No further action required.	100%	100%
	Number of State complaints filed	NA	NA	NA	No further action required.	0	0
	Number of State complaints identified with violation(s)	NA	NA	NA	No further action required.	0	0
	Number of State findings from State complaints corrected in a timely manner	NA	NA	NA	No further action required.	0	0

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

Maryland School for the Deaf
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2021 – June 30, 2022

	Number of due process hearings filed	NA	1	NA	No further action required.	0	0
	Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	0
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0
	Percentage of students taking the Alternate Assessment: Reading	<1.0%	NA	NA	No further action required.	NA	NA
	Percentage of students taking the Alternate Assessment: Math	<1.0%	NA	NA	No further action required.	NA	NA
	Percentage of students taking the Alternate Assessment: Science	<1.0%	NA	NA	No further action required.	NA	NA
	Number of SWD Restraints	NA	NA	NA	No further action required.	NA	NA
	Number of SWD Seclusions	NA	NA	NA	No further action required.	NA	NA

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