

June 18, 2024

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

Dear Dr. 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) 2022 determinations, Allegany County has achieved the determination status of **Meets Requirements**.

Attached please find supporting documents:

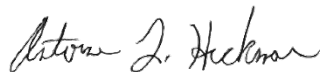
- FFY 2022 Determination Overview (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used)
- FFY 2022 Local Determination Scoring Criteria (provides a graduated results-driven accountability plan used to make a local determination by year);
- FFY 2022 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
- 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 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), Allegany County has been assigned the **Universal** tier for the delivery of the DEI/SES technical assistance model for results. Please see the DEI/SES Differentiated Framework: Tiers of Supervision for more information.

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

Sincerely,



Antoine L. Hickman, Ed.D.
Assistant State Superintendent
Division of Early Intervention and Special Education Services

Attachments

c: Dr. Carey M. Wright, State Superintendent of Schools
Dr. Deann Collins, Deputy State Superintendent
Debra Metheny, Director of Special Education
MSDE DEI/SES Branch/Section Chiefs

Allegany County
Annual Data on Part B State Performance Plan (SPP) Priority Indicators
for the Period July 1, 2022 – June 30, 2023 (FFY 2022)

Part B Annual SPP Performance Report								
SPP/APR Indicators ■ Results Indicator ■ Compliance Indicator			FFY 2022 (SFY 2023)			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2021	FFY 2020
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data indicator) COMAR 13A.03.02.09 COMAR 13A.05.01.01		74.35%	60.34%	No	Target not met. An Improvement Plan is required.	68.12%	83.33%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020) COMAR 13A.08.01.07		13.00%	8.62%	Yes	Target met. No further action is required.	4.35%	1.98%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA. COMAR 13A.05.11.05	Participation – Reading – 4th Grade	95.00%	99.17%	Yes	Target met. No further action is required.	98.26%	-
		Participation – Reading – 8th Grade	95.00%	96.61%	Yes	Target met. No further action is required.	90.77%	-
		Participation – Reading – High School	95.00%	97.30%	Yes	Target met. No further action is required.	98.00%	-
		Participation – Math – 4th Grade	95.00%	98.33%	Yes	Target met. No further action is required.	98.26%	-
		Participation – Math – 8th Grade	95.00%	96.61%	Yes	Target met. No further action is required.	89.23%	-
		Participation – Math – High School	95.00%	97.30%	Yes	Target met. No further action is required.	95.74%	-
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	Proficiency Grade Level Standards – Reading – 4th Grade	11.00%	17.12%	Yes	Target met. No further action is required.	15.60%	6.06%
		Proficiency Grade Level Standards – Reading – 8th Grade	9.00%	11.54%	Yes	Target met. No further action is required.	1.96%	7.50%
		Proficiency Grade Level Standards – Reading – High School	17.50%	11.54%	No	Target not met. An Improvement Plan is required.	9.09%	1.96%
		Proficiency Grade Level Standards – Math – 4th Grade	14.00%	13.64%	No	Target not met. An Improvement Plan is required.	14.68%	5.05%
		Proficiency Grade Level Standards – Math – 8th Grade	2.50%	0.00%	No	Target not met. An Improvement Plan is required.	4.00%	2.50%
		Proficiency Grade Level Standards – Math – High School	10.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	0.00%
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	Alternate Academic Achievement Standards – Reading – 4th Grade	42.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	20.00%
		Alternate Academic Achievement Standards – Reading – 8th Grade	52.50%	20.00%	No	Target not met. An Improvement Plan is required.	0.00%	-
		Alternate Academic Achievement Standards – Reading – High School	55.50%	20.00%	No	Target not met. An Improvement Plan is required.	25.00%	33.33%

		Alternate Academic Achievement Standards – Math – 4th Grade	27.50%	0.00%	No	Target not met. An Improvement Plan is required.	25.00%	0.00%
		Alternate Academic Achievement Standards – Math – 8th Grade	35.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	-
		Alternate Academic Achievement Standards – Math – High School	55.50%	10.00%	No	Target not met. An Improvement Plan is required.	12.50%	33.33%
3D	Gap in Proficiency Rates COMAR 13A.05.11.05	Gap in Proficiency Rates – Reading – 4th Grade	16.50%	31.38%	No	Target not met. Improvement Plan is required.	34.49%	18.08%
		Gap in Proficiency Rates – Reading – 8th Grade	23.50%	38.55%	No	Target not met. Improvement Plan is required.	41.62%	15.61%
		Gap in Proficiency Rates – Reading – High School	47.50%	39.64%	Yes	Target met. No further action is required.	40.60%	58.88%
		Gap in Proficiency Rates – Math – 4th Grade	13.50%	21.88%	No	Target not met. Improvement Plan is required.	19.87%	15.03%
		Gap in Proficiency Rates – Math – 8th Grade	6.21%	14.94%	No	Target not met. Improvement Plan is required.	13.66%	1.97%
		Gap in Proficiency Rates – Math – High School	34.00%	27.58%	Yes	Target met. No further action is required.	21.98%	35.17%
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled COMAR 13A.08.03.03		2.00	0.06	Yes	Target met. No further action is required.	0.06	-
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10		71.25%	85.27%	Yes	Target met. No further action is required.	85.37%	84.74%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		11.50%	8.95%	Yes	Target met. No further action is required.	8.39%	7.17%
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		6.00%	4.19%	Yes	Target met. No further action is required.	3.36%	4.23%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		63.00%	85.71%	Yes	Target met. No further action is required.	77.55%	71.05%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		19.00%	2.68%	Yes	Target met. No further action required.	4.08%	3.51%
6C	Students aged 3-5 LRE: Home		0.32%	3.57%	No	Target not met. An Improvement Plan is required.	5.10%	5.26%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	SS1 – Social Emotional - Exits with substantial growth	71.00%	78.72%	Yes	Target met. No further action is required.	64.10%	66.67%
		SS2 – Social Emotional - Exits within age expectations	54.00%	36.73%	No	Target not met. An Improvement Plan is required.	22.50%	35.29%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	SS1 – Knowledge & Skills - Exits with substantial growth	73.50%	72.92%	No	Target not met. An Improvement Plan is required.	70.00%	59.38%
		SS2– Knowledge & Skills - Exits within age expectations	52.00%	32.65%	No	Target not met. An Improvement Plan is required.	27.50%	32.35%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	SS1 – Behavior to Meet Needs - Exits with substantial growth	72.50%	65.96%	No	Target not met. An Improvement Plan is required.	75.00%	66.67%
		SS2 – Behavior to Meet Needs - Exits within age expectations	60.50%	32.65%	No	Target not met. An Improvement Plan is required.	20.00%	44.12%

8A	Parent Survey - Preschool Age		85.50%	85.00%	No	Target not met. An Improvement Plan is required.	88.00%	-
8A Response Rate	Parent Survey- Preschool Response Rate		18.00%	28.00%	Yes	Target met. No action is required.	18.00%	35.00%
8B	Parent Survey - School Age		73.00%	81.00%	Yes	Target met. No action is required.	74.00%	76.00%
8B Response Rate	Parent Survey - School Age Response Rate		9.00%	10.00%	Yes	Target met. No action is required.	9.00%	9.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	Higher Education	25.50%	12.07%	No	Target not met. An Improvement Plan is required.	-	-
		Higher Education or Employed	58.00%	41.38%	No	Target not met. An Improvement Plan is required.	49.28%	51.02%
		Higher Ed, Training, or Employed	58.00%	44.83%	No	Target not met. An Improvement Plan is required.	49.28%	51.02%
4B	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity COMAR 13A.08.01.21	Discrepancy - Black/African American	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - Two or more races	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - White	2.00	0.00	Yes	Target met. No further action is required.	-	-
9	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action is required.	0.00	0.00
		Disproportionate Representation - Asian	2.00	0.00	Yes	Target met. No further action is required.	0.00	0.47
		Disproportionate Representation - Black/African American	2.00	0.94	Yes	Target met. No further action is required.	0.90	0.84
		Disproportionate Representation - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action is required.	0.00	0.00
		Disproportionate Representation - White	2.00	1.23	Yes	Target met. No further action is required.	1.27	1.45
		Disproportionate Representation - 2 or more races	2.00	0.81	Yes	Target met. No further action is required.	0.81	0.73
		Disproportionate Representation - Hispanic/Latino	2.00	0.97	Yes	Target met. No further action is required.	0.97	0.53
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - Intellectual Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Black/African American	2.00	1.52	Yes	Target met. No further action required.	1.92	2.15
		Disproportionate Representation - Intellectual Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00

Disproportionate Representation - Intellectual Disability - White	2.00	0.96	Yes	Target met. No further action required.	0.71	0.89
Disproportionate Representation - Intellectual Disability - 2 or more races	2.00	0.76	Yes	Target met. No further action required.	0.79	0.00
Disproportionate Representation - Intellectual Disability - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - Black/African American	2.00	0.53	Yes	Target met. No further action required.	0.67	0.58
Disproportionate Representation - Specific Learning Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - White	2.00	1.46	Yes	Target met. No further action required.	1.50	2.03
Disproportionate Representation - Specific Learning Disability - 2 or more races	2.00	0.73	Yes	Target met. No further action required.	0.68	0.54
Disproportionate Representation - Specific Learning Disability - Hispanic/Latino	2.00	1.42	Yes	Target met. No further action required.	1.19	0.00
Disproportionate Representation - Emotional Disturbance - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Black/African American	2.00	0.00	Yes	Target met. No further action required.	0.00	4.63
Disproportionate Representation - Emotional Disturbance - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - White	2.00	0.71	Yes	Target met. No further action required.	0.49	0.37
Disproportionate Representation - Emotional Disturbance - 2 or more races	2.00	2.40	No	Target not met. An Improvement Plan is required.	2.77	2.29

Disproportionate Representation - Emotional Disturbance - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Black/African American	2.00	0.80	Yes	Target met. No further action required.	0.71	0.47
Disproportionate Representation - Speech or Language Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - White	2.00	1.50	Yes	Target met. No further action required.	1.75	1.80
Disproportionate Representation - Speech or Language Impairments - 2 or more races	2.00	0.61	Yes	Target met. No further action required.	0.62	0.73
Disproportionate Representation - Speech or Language Impairments - Hispanic/Latino	2.00	0.99	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - Black/African American	2.00	1.21	Yes	Target met. No further action required.	0.67	0.00
Disproportionate Representation - Other Health Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - White	2.00	1.23	Yes	Target met. No further action required.	1.30	1.30
Disproportionate Representation - Other Health Impairments - 2 or more races	2.00	0.77	Yes	Target met. No further action required.	0.97	1.02
Disproportionate Representation - Other Health Impairments - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Autism - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Autism - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00

		Disproportionate Representation - Autism - Black/African American	2.00	1.01	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - White	2.00	1.18	Yes	Target met. No further action required.	1.07	1.16
		Disproportionate Representation - Autism - 2 or more races	2.00	0.83	Yes	Target met. No further action required.	1.04	0.98
		Disproportionate Representation - Autism - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
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		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	-
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)		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Correction of Noncompliance	Correction of Noncompliance MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Timely and Valid Data	Timely and Valid Data MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Number of Complaints Filed	Number of Complaints Filed MSDE/DEISES		0.00	1.00	No	No further action is required.	0.00	1.00
Number of Complaints Identified with Violations	Number of Complaints Identified with Violations MSDE/DEISES		0.00	1.00	No	Please work with Dispute Resolution staff to ensure any identified noncompliance is corrected as soon as possible but in no case later than one year from notification of findings.	0.00	-
Number of Due Process Hearings Filed	Number of Due Process Hearings Filed MSDE		0.00	0.00	Yes	No further action is required.	0.00	1.00
Number of Due Process Hearings Identified with Violations	Number of Due Process Hearings Identified with Violations MSDE		0.00	0.00	Yes	No further action is required.	0.00	0.00
Fiscal Accountability: Number of Findings Identified	Fiscal Accountability: Number of Findings Identified MSDE		0.00	0.00	Yes	No further action is required.	0.00	1.00
Percentage of Students Taking the Alternate Assessment: Reading	Percentage of Students Taking the Alternate Assessment: Reading MSDE		1.00%	1.10%	No	Target not met. An Improvement plan is required.	1.40%	-
Percentage of Students Taking the Alternate Assessment: Math	Percentage of Students Taking the Alternate Assessment: Math MSDE		1.00%	1.14%	No	Target not met. An Improvement Plan is required.	1.50%	-
Percentage of Students Taking the Alternate Assessment: Science	Percentage of Students Taking the Alternate Assessment: Science MSDE		1.00%	1.11%	No	Target not met. An Improvement Plan is required.	2.40%	-

Number of SWD Restraints	Number of SWD Restraints MSDE	0.00	30.00	No	No further action is required.	20.00	-
Number of SWD Seclusions	Number of SWD Seclusions MSDE	0.00	0.00	Yes	No further action is required.	37.00	-
Significant Disproportionality	Number of Categories Identified for Significant Disproportionality 34 C.F.R. § 300.646	0.00	0.00	Yes	No action is required.	0.00	-

June 18, 2024

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

Dear Dr. Bedell:

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

Sincerely,



Antoine Hickman, Ed.D.
Assistant State Superintendent
Division of Early Intervention and Special Education Services

Attachments

- c: Dr. Carey M. Wright, State Superintendent of Schools
Dr. Deann Collins, Deputy State Superintendent
Soyna McElroy, Co-Director of Special Education
Diane McGowan, Director Specially Designed Instruction and Compliance
MSDE DEI/SES Branch/Section Chiefs

Anne Arundel County
Annual Data on Part B State Performance Plan (SPP) Priority Indicators
for the Period July 1, 2022 – June 30, 2023 (FFY 2022)

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2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020) COMAR 13A.08.01.07		13.00%	15.03%	No	Target not met. An Improvement Plan is required.	11.98%	2.49%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA. COMAR 13A.05.11.05	Participation – Reading – 4th Grade	95.00%	99.73%	Yes	Target met. No further action is required.	98.21%	-
		Participation – Reading – 8th Grade	95.00%	98.23%	Yes	Target met. No further action is required.	93.58%	-
		Participation – Reading – High School	95.00%	100.00%	Yes	Target met. No further action is required.	94.26%	-
		Participation – Math – 4th Grade	95.00%	99.47%	Yes	Target met. No further action is required.	98.36%	-
		Participation – Math – 8th Grade	95.00%	97.04%	Yes	Target met. No further action is required.	93.58%	-
		Participation – Math – High School	95.00%	99.09%	Yes	Target met. No further action is required.	80.17%	-
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	Proficiency Grade Level Standards – Reading – 4th Grade	11.00%	16.03%	Yes	Target met. No further action is required.	14.78%	5.02%
		Proficiency Grade Level Standards – Reading – 8th Grade	9.00%	10.46%	Yes	Target met. No further action is required.	8.06%	5.33%
		Proficiency Grade Level Standards – Reading – High School	17.50%	16.75%	No	Target not met. An Improvement Plan is required.	16.49%	15.03%
		Proficiency Grade Level Standards – Math – 4th Grade	14.00%	10.75%	No	Target not met. An Improvement Plan is required.	8.29%	5.54%
		Proficiency Grade Level Standards – Math – 8th Grade	2.50%	3.82%	Yes	Target met. No further action is required.	3.15%	1.60%
		Proficiency Grade Level Standards – Math – High School	10.50%	5.76%	No	Target not met. An Improvement Plan is required.	5.81%	8.10%
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	Alternate Academic Achievement Standards – Reading – 4th Grade	42.50%	4.48%	No	Target not met. An Improvement Plan is required.	7.02%	7.59%
		Alternate Academic Achievement Standards – Reading – 8th Grade	52.50%	15.09%	No	Target not met. An Improvement Plan is required.	11.94%	-
		Alternate Academic Achievement Standards – Reading – High School	55.50%	26.47%	No	Target not met. An Improvement Plan is required.	20.78%	52.00%

		Alternate Academic Achievement Standards – Math – 4th Grade	27.50%	25.37%	No	Target not met. An Improvement Plan is required.	10.53%	2.56%
		Alternate Academic Achievement Standards – Math – 8th Grade	35.50%	5.66%	No	Target not met. An Improvement Plan is required.	4.55%	-
		Alternate Academic Achievement Standards – Math – High School	55.50%	24.24%	No	Target not met. An Improvement Plan is required.	17.88%	56.00%
3D	Gap in Proficiency Rates COMAR 13A.05.11.05	Gap in Proficiency Rates – Reading – 4th Grade	16.50%	37.37%	No	Target not met. Improvement Plan is required.	37.04%	19.77%
		Gap in Proficiency Rates – Reading – 8th Grade	23.50%	41.64%	No	Target not met. Improvement Plan is required.	38.70%	31.88%
		Gap in Proficiency Rates – Reading – High School	47.50%	42.15%	Yes	Target met. No further action is required.	42.51%	52.80%
		Gap in Proficiency Rates – Math – 4th Grade	13.50%	22.12%	No	Target not met. Improvement Plan is required.	21.40%	14.74%
		Gap in Proficiency Rates – Math – 8th Grade	6.21%	19.07%	No	Target not met. Improvement Plan is required.	15.98%	6.63%
		Gap in Proficiency Rates – Math – High School	34.00%	32.93%	Yes	Target met. No further action is required.	31.59%	45.06%
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled COMAR 13A.08.03.03		2.00	0.41	Yes	Target met. No further action is required.	0.41	-
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10		71.25%	76.13%	Yes	Target met. No further action is required.	74.63%	72.73%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		11.50%	8.38%	Yes	Target met. No further action is required.	8.64%	9.74%
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		6.00%	7.43%	No	Target not met. An Improvement Plan is required.	7.83%	8.33%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		63.00%	50.90%	No	Target not met. An Improvement Plan is required.	47.62%	54.89%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		19.00%	29.35%	No	Target not met. An Improvement Plan is required.	29.73%	29.35%
6C	Students aged 3-5 LRE: Home		0.32%	0.00%	Yes	Target met. No further action is required.	0.30%	0.27%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	SS1 – Social Emotional - Exits with substantial growth	71.00%	73.68%	Yes	Target met. No further action is required.	100.00%	58.82%
		SS2 – Social Emotional - Exits within age expectations	54.00%	66.67%	Yes	Target met. No further action is required.	81.82%	44.74%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	SS1 – Knowledge & Skills - Exits with substantial growth	73.50%	70.59%	No	Target not met. An Improvement Plan is required.	100.00%	65.62%
		SS2– Knowledge & Skills - Exits within age expectations	52.00%	66.67%	Yes	Target met. No further action is required.	81.82%	44.74%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	SS1 – Behavior to Meet Needs - Exits with substantial growth	72.50%	78.95%	Yes	Target met. No further action is required.	87.50%	75.76%
		SS2 – Behavior to Meet Needs - Exits within age expectations	60.50%	71.43%	Yes	Target met. No further action is required.	81.82%	57.89%

8A	Parent Survey - Preschool Age		85.50%	70.00%	No	Target not met. An Improvement Plan is required.	78.00%	74.00%
8A Response Rate	Parent Survey- Preschool Response Rate		18.00%	18.00%	Yes	Target met. No action is required.	25.00%	24.00%
8B	Parent Survey - School Age		73.00%	65.00%	No	Target not met. An Improvement Plan is required.	68.00%	69.00%
8B Response Rate	Parent Survey - School Age Response Rate		9.00%	11.00%	Yes	Target met. No action is required.	13.00%	18.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	Higher Education	25.50%	21.10%	No	Target not met. An Improvement Plan is required.	23.46%	20.57%
		Higher Education or Employed	58.00%	64.49%	Yes	Target met. No further action is required.	67.20%	57.78%
		Higher Ed, Training, or Employed	58.00%	65.69%	Yes	Target met. No further action is required.	69.58%	57.96%
4B	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity COMAR 13A.08.01.21	Discrepancy - Black/African American	2.00	2.10	No	Target not met. An Improvement Plan is required.	-	-
		Discrepancy - Hispanic/Latino	2.00	2.32	No	Target not met. An Improvement Plan is required.	-	-
		Discrepancy - Two or more races	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - White	2.00	0.00	Yes	Target met. No further action is required.	-	-
9	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - American Indian/Alaska Native	2.00	0.81	Yes	Target met. No further action is required.	0.84	1.03
		Disproportionate Representation - Asian	2.00	0.62	Yes	Target met. No further action is required.	0.58	0.56
		Disproportionate Representation - Black/African American	2.00	1.38	Yes	Target met. No further action is required.	1.35	1.40
		Disproportionate Representation - Native Hawaiian/Pacific Islander	2.00	0.71	Yes	Target met. No further action is required.	0.50	0.64
		Disproportionate Representation - White	2.00	0.94	Yes	Target met. No further action is required.	0.97	0.96
		Disproportionate Representation - 2 or more races	2.00	0.94	Yes	Target met. No further action is required.	0.92	0.90
		Disproportionate Representation - Hispanic/Latino	2.00	0.85	Yes	Target met. No further action is required.	0.83	0.81
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - Intellectual Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Asian	2.00	0.79	Yes	Target met. No further action required.	0.75	0.92
		Disproportionate Representation - Intellectual Disability - Black/African American	2.00	2.32	No	Target not met. An Improvement Plan is required.	2.08	2.39
		Disproportionate Representation - Intellectual Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00

Disproportionate Representation - Intellectual Disability - White	2.00	0.55	Yes	Target met. No further action required.	0.72	0.64
Disproportionate Representation - Intellectual Disability - 2 or more races	2.00	0.54	Yes	Target met. No further action required.	0.40	0.33
Disproportionate Representation - Intellectual Disability - Hispanic/Latino	2.00	1.00	Yes	Target met. No further action required.	0.85	0.80
Disproportionate Representation - Specific Learning Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.96	0.00
Disproportionate Representation - Specific Learning Disability - Asian	2.00	0.28	Yes	Target met. No further action required.	0.25	0.24
Disproportionate Representation - Specific Learning Disability - Black/African American	2.00	1.40	Yes	Target met. No further action required.	1.37	1.54
Disproportionate Representation - Specific Learning Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - White	2.00	0.80	Yes	Target met. No further action required.	0.82	0.78
Disproportionate Representation - Specific Learning Disability - 2 or more races	2.00	0.72	Yes	Target met. No further action required.	0.70	0.68
Disproportionate Representation - Specific Learning Disability - Hispanic/Latino	2.00	1.27	Yes	Target met. No further action required.	1.28	1.23
Disproportionate Representation - Emotional Disturbance - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Black/African American	2.00	1.92	Yes	Target met. No further action required.	2.04	2.34
Disproportionate Representation - Emotional Disturbance - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - White	2.00	0.89	Yes	Target met. No further action required.	0.94	0.82
Disproportionate Representation - Emotional Disturbance - 2 or more races	2.00	1.21	Yes	Target met. No further action required.	1.03	1.27

Disproportionate Representation - Emotional Disturbance - Hispanic/Latino	2.00	0.53	Yes	Target met. No further action required.	0.44	0.34
Disproportionate Representation - Speech or Language Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	1.39
Disproportionate Representation - Speech or Language Impairments - Asian	2.00	0.55	Yes	Target met. No further action required.	0.62	0.59
Disproportionate Representation - Speech or Language Impairments - Black/African American	2.00	0.82	Yes	Target met. No further action required.	0.77	0.71
Disproportionate Representation - Speech or Language Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - White	2.00	1.43	Yes	Target met. No further action required.	1.47	1.55
Disproportionate Representation - Speech or Language Impairments - 2 or more races	2.00	1.20	Yes	Target met. No further action required.	1.02	0.90
Disproportionate Representation - Speech or Language Impairments - Hispanic/Latino	2.00	0.71	Yes	Target met. No further action required.	0.75	0.78
Disproportionate Representation - Other Health Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - Asian	2.00	0.39	Yes	Target met. No further action required.	0.35	0.30
Disproportionate Representation - Other Health Impairments - Black/African American	2.00	1.61	Yes	Target met. No further action required.	1.62	1.67
Disproportionate Representation - Other Health Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - White	2.00	0.92	Yes	Target met. No further action required.	0.92	0.88
Disproportionate Representation - Other Health Impairments - 2 or more races	2.00	1.07	Yes	Target met. No further action required.	1.22	1.32
Disproportionate Representation - Other Health Impairments - Hispanic/Latino	2.00	0.73	Yes	Target met. No further action required.	0.66	0.63
Disproportionate Representation - Autism - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Autism - Asian	2.00	1.48	Yes	Target met. No further action required.	1.27	1.18

		Disproportionate Representation - Autism - Black/African American	2.00	1.52	Yes	Target met. No further action required.	1.43	1.40
		Disproportionate Representation - Autism - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - White	2.00	0.73	Yes	Target met. No further action required.	0.84	0.90
		Disproportionate Representation - Autism - 2 or more races	2.00	1.12	Yes	Target met. No further action required.	1.23	1.08
		Disproportionate Representation - Autism - Hispanic/Latino	2.00	0.83	Yes	Target met. No further action required.	0.72	0.70
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06		100.00%	94.86%	No	Target not met. An Improvement Plan is required.	93.49%	94.72%
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		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
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)		100.00%	99.92%	No	Target not met. An Improvement Plan is required.	100.00%	100.00%
Correction of Noncompliance	Correction of Noncompliance MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	0.00%
Timely and Valid Data	Timely and Valid Data MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Number of Complaints Filed	Number of Complaints Filed MSDE/DEISES		0.00	17.00	No	No further action is required.	16.00	10.00
Number of Complaints Identified with Violations	Number of Complaints Identified with Violations MSDE/DEISES		0.00	11.00	No	Please work with Dispute Resolution staff to ensure any identified noncompliance is corrected as soon as possible but in no case later than one year from notification of findings.	9.00	5.00
Number of Due Process Hearings Filed	Number of Due Process Hearings Filed MSDE		0.00	28.00	No	No further action is required.	24.00	14.00
Number of Due Process Hearings Identified with Violations	Number of Due Process Hearings Identified with Violations MSDE		0.00	0.00	Yes	No further action is required.	0.00	0.00
Fiscal Accountability: Number of Findings Identified	Fiscal Accountability: Number of Findings Identified MSDE		0.00	0.00	Yes	No further action is required.	1.00	0.00
Percentage of Students Taking the Alternate Assessment: Reading	Percentage of Students Taking the Alternate Assessment: Reading MSDE		1.00%	0.99%	Yes	Target met. No further action is required.	1.30%	-
Percentage of Students Taking the Alternate Assessment: Math	Percentage of Students Taking the Alternate Assessment: Math MSDE		1.00%	0.99%	Yes	Target met. No further action is required.	1.30%	-
Percentage of Students Taking the Alternate Assessment: Science	Percentage of Students Taking the Alternate Assessment: Science MSDE		1.00%	0.80%	Yes	Target Met No further action is required.	1.60%	-

Number of SWD Restraints	Number of SWD Restraints MSDE	0.00	850.00	No	No further action is required.	483.00	-
Number of SWD Seclusions	Number of SWD Seclusions MSDE	0.00	0.00	Yes	No further action is required.	0.00	-
Significant Disproportionality	Number of Categories Identified for Significant Disproportionality 34 C.F.R. § 300.646	0.00	2.00	No	A Comprehensive Coordinated Early Intervening Services (CCEIS) Plan is required.	0.00	-

June 18, 2024

Dr. Myriam A. Yarbrough
Superintendent
Baltimore County Public Schools
6901 Charles Street
Towson, MD 21204

Dear Dr. Yarbrough

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) 2022 determinations, Baltimore County has achieved the determination status of **Needs Intervention**.

Attached please find supporting documents:

- *FFY 2022 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)
- *FFY 2022 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- *FFY 2022 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
- *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 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), Baltimore County has been assigned the **Focused** tier for the delivery of the DEI/SES technical assistance model for results. Please see the *DEI/SES Differentiated Framework: Tiers of Supervision* for more information.

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

Sincerely,



Antoine Hickman, Ed.D.
Assistant State Superintendent
Division of Early Intervention and Special Education Services

Attachments

c: Dr. Carey Wright, State Superintendent of Schools
Dr. Deann Collins, Deputy State Superintendent
Alison Myers, Executive Director Department of Special Education
Conya Bailey, Director of Special Education
MSDE DEI/SES Branch/Section Chiefs

Baltimore County
Annual Data on Part B State Performance Plan (SPP) Priority Indicators
for the Period July 1, 2022 – June 30, 2023 (FFY 2022)

Part B Annual SPP Performance Report								
SPP/APR Indicators <div> Results Indicator Compliance Indicator </div>			FFY 2022 (SFY 2023)			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2021	FFY 2020
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data indicator) COMAR 13A.03.02.09 COMAR 13A.05.01.01		74.35%	69.10%	No	Target not met. An Improvement Plan is required.	81.54%	72.48%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020) COMAR 13A.08.01.07		13.00%	21.64%	No	Target not met. An Improvement Plan is required.	9.93%	4.61%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA. COMAR 13A.05.11.05	Participation – Reading – 4th Grade	95.00%	98.80%	Yes	Target met. No further action is required.	97.41%	-
		Participation – Reading – 8th Grade	95.00%	93.41%	No	Target not met. An Improvement Plan is required.	92.12%	-
		Participation – Reading – High School	95.00%	98.36%	Yes	Target met. No further action is required.	79.03%	-
		Participation – Math – 4th Grade	95.00%	99.04%	Yes	Target met. No further action is required.	97.50%	-
		Participation – Math – 8th Grade	95.00%	92.43%	No	Target not met. An Improvement Plan is required.	90.63%	-
		Participation – Math – High School	95.00%	96.96%	Yes	Target met. No further action is required.	92.90%	-
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	Proficiency Grade Level Standards – Reading – 4th Grade	11.00%	13.20%	Yes	Target met. No further action is required.	12.31%	5.93%
		Proficiency Grade Level Standards – Reading – 8th Grade	9.00%	4.32%	No	Target not met. An Improvement Plan is required.	4.16%	3.36%
		Proficiency Grade Level Standards – Reading – High School	17.50%	12.38%	No	Target not met. An Improvement Plan is required.	14.29%	6.39%
		Proficiency Grade Level Standards – Math – 4th Grade	14.00%	8.99%	No	Target not met. An Improvement Plan is required.	7.70%	5.76%
		Proficiency Grade Level Standards – Math – 8th Grade	2.50%	1.26%	No	Target not met. An Improvement Plan is required.	1.03%	0.19%
		Proficiency Grade Level Standards – Math – High School	10.50%	2.26%	No	Target not met. An Improvement Plan is required.	1.78%	1.48%
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	Alternate Academic Achievement Standards – Reading – 4th Grade	42.50%	10.75%	No	Target not met. An Improvement Plan is required.	10.58%	17.95%
		Alternate Academic Achievement Standards – Reading – 8th Grade	52.50%	11.21%	No	Target not met. An Improvement Plan is required.	9.60%	-
		Alternate Academic Achievement Standards – Reading – High School	55.50%	23.17%	No	Target not met. An Improvement Plan is required.	18.69%	37.74%

		Alternate Academic Achievement Standards – Math – 4th Grade	27.50%	32.26%	Yes	Target met. No further action is required.	28.85%	7.79%
		Alternate Academic Achievement Standards – Math – 8th Grade	35.50%	7.48%	No	Target not met. An Improvement Plan is required.	2.40%	-
		Alternate Academic Achievement Standards – Math – High School	55.50%	30.86%	No	Target not met. An Improvement Plan is required.	23.81%	38.89%
3D	Gap in Proficiency Rates COMAR 13A.05.11.05	Gap in Proficiency Rates – Reading – 4th Grade	16.50%	30.87%	No	Target not met. Improvement Plan is required.	30.91%	22.14%
		Gap in Proficiency Rates – Reading – 8th Grade	23.50%	30.54%	No	Target not met. Improvement Plan is required.	27.57%	30.06%
		Gap in Proficiency Rates – Reading – High School	47.50%	38.64%	Yes	Target met. No further action is required.	41.23%	49.40%
		Gap in Proficiency Rates – Math – 4th Grade	13.50%	20.21%	No	Target not met. Improvement Plan is required.	18.92%	17.00%
		Gap in Proficiency Rates – Math – 8th Grade	6.21%	6.51%	No	Target not met. Improvement Plan is required.	6.20%	5.33%
		Gap in Proficiency Rates – Math – High School	34.00%	26.06%	Yes	Target met. No further action is required.	26.38%	25.37%
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled COMAR 13A.08.03.03		2.00	0.59	Yes	Target met. No further action is required.	0.59	-
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10		71.25%	66.47%	No	Target not met. An Improvement Plan is required.	66.75%	64.90%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		11.50%	11.13%	Yes	Target met. No further action is required.	8.99%	10.50%
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		6.00%	7.10%	No	Target not met. An Improvement Plan is required.	7.56%	6.71%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		63.00%	68.46%	Yes	Target met. No further action is required.	69.58%	61.09%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		19.00%	17.25%	Yes	Target met. No further action required.	18.18%	13.33%
6C	Students aged 3-5 LRE: Home		0.32%	0.00%	Yes	Target met. No further action is required.	0.00%	0.00%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	SS1 – Social Emotional - Exits with substantial growth	71.00%	71.76%	Yes	Target met. No further action is required.	64.99%	64.53%
		SS2 – Social Emotional - Exits within age expectations	54.00%	42.51%	No	Target not met. An Improvement Plan is required.	41.28%	46.52%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	SS1 – Knowledge & Skills - Exits with substantial growth	73.50%	69.75%	No	Target not met. An Improvement Plan is required.	64.21%	62.57%
		SS2– Knowledge & Skills - Exits within age expectations	52.00%	40.10%	No	Target not met. An Improvement Plan is required.	40.96%	46.09%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	SS1 – Behavior to Meet Needs - Exits with substantial growth	72.50%	56.32%	No	Target not met. An Improvement Plan is required.	46.64%	52.38%
		SS2 – Behavior to Meet Needs - Exits within age expectations	60.50%	45.09%	No	Target not met. An Improvement Plan is required.	46.24%	53.48%

8A	Parent Survey - Preschool Age		85.50%	68.00%	No	Target not met. An Improvement Plan is required.	69.00%	82.00%
8A Response Rate	Parent Survey- Preschool Response Rate		18.00%	20.00%	Yes	Target met. No action is required.	25.00%	21.00%
8B	Parent Survey - School Age		73.00%	60.00%	No	Target not met. An Improvement Plan is required.	61.00%	66.00%
8B Response Rate	Parent Survey - School Age Response Rate		9.00%	13.00%	Yes	Target met. No action is required.	10.00%	10.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	Higher Education	25.50%	23.24%	No	Target not met. An Improvement Plan is required.	27.79%	22.11%
		Higher Education or Employed	58.00%	52.01%	No	Target not met. An Improvement Plan is required.	61.63%	56.32%
		Higher Ed, Training, or Employed	58.00%	52.01%	No	Target not met. An Improvement Plan is required.	62.33%	56.42%
4B	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity COMAR 13A.08.01.21	Discrepancy - Black/African American	2.00	3.23	No	Target not met. An Improvement Plan is required.	-	-
		Discrepancy - Hispanic/Latino	2.00	2.09	No	Target not met. An Improvement Plan is required.	-	-
		Discrepancy - Two or more races	2.00	3.16	No	Target not met. An Improvement Plan is required.	-	-
		Discrepancy - White	2.00	3.80	No	Target not met. An Improvement Plan is required.	-	-
9	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - American Indian/Alaska Native	2.00	0.90	Yes	Target met. No further action is required.	1.00	0.89
		Disproportionate Representation - Asian	2.00	0.57	Yes	Target met. No further action is required.	0.58	0.55
		Disproportionate Representation - Black/African American	2.00	1.32	Yes	Target met. No further action is required.	1.26	1.30
		Disproportionate Representation - Native Hawaiian/Pacific Islander	2.00	0.75	Yes	Target met. No further action is required.	0.80	0.60
		Disproportionate Representation - White	2.00	1.02	Yes	Target met. No further action is required.	1.02	0.96
		Disproportionate Representation - 2 or more races	2.00	1.04	Yes	Target met. No further action is required.	1.06	1.10
		Disproportionate Representation - Hispanic/Latino	2.00	0.68	Yes	Target met. No further action is required.	0.71	0.74
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - Intellectual Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Asian	2.00	0.64	Yes	Target met. No further action required.	0.70	0.70
		Disproportionate Representation - Intellectual Disability - Black/African American	2.00	2.27	No	Target not met. An Improvement Plan is required.	2.35	2.18

Disproportionate Representation - Intellectual Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Intellectual Disability - White	2.00	0.55	Yes	Target met. No further action required.	0.55	0.57
Disproportionate Representation - Intellectual Disability - 2 or more races	2.00	0.63	Yes	Target met. No further action required.	0.64	0.50
Disproportionate Representation - Intellectual Disability - Hispanic/Latino	2.00	0.69	Yes	Target met. No further action required.	0.60	0.73
Disproportionate Representation - Specific Learning Disability - American Indian/Alaska Native	2.00	1.16	Yes	Target met. No further action required.	1.57	1.31
Disproportionate Representation - Specific Learning Disability - Asian	2.00	0.27	Yes	Target met. No further action required.	0.27	0.26
Disproportionate Representation - Specific Learning Disability - Black/African American	2.00	1.46	Yes	Target met. No further action required.	1.42	1.53
Disproportionate Representation - Specific Learning Disability - Native Hawaiian/Pacific Islander	2.00	0.69	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - White	2.00	0.89	Yes	Target met. No further action required.	0.89	0.84
Disproportionate Representation - Specific Learning Disability - 2 or more races	2.00	1.00	Yes	Target met. No further action required.	0.99	0.95
Disproportionate Representation - Specific Learning Disability - Hispanic/Latino	2.00	0.87	Yes	Target met. No further action required.	0.91	0.90
Disproportionate Representation - Emotional Disturbance - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Black/African American	2.00	1.77	Yes	Target met. No further action required.	1.81	1.85
Disproportionate Representation - Emotional Disturbance - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - White	2.00	1.01	Yes	Target met. No further action required.	0.91	0.86

Disproportionate Representation - Emotional Disturbance - 2 or more races	2.00	1.46	Yes	Target met. No further action required.	1.58	1.57
Disproportionate Representation - Emotional Disturbance - Hispanic/Latino	2.00	0.31	Yes	Target met. No further action required.	0.37	0.37
Disproportionate Representation - Speech or Language Impairments - American Indian/Alaska Native	2.00	1.05	Yes	Target met. No further action required.	1.33	1.34
Disproportionate Representation - Speech or Language Impairments - Asian	2.00	0.58	Yes	Target met. No further action required.	0.71	0.67
Disproportionate Representation - Speech or Language Impairments - Black/African American	2.00	0.67	Yes	Target met. No further action required.	0.67	0.66
Disproportionate Representation - Speech or Language Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - White	2.00	1.88	Yes	Target met. No further action required.	1.83	1.66
Disproportionate Representation - Speech or Language Impairments - 2 or more races	2.00	1.10	Yes	Target met. No further action required.	0.99	1.27
Disproportionate Representation - Speech or Language Impairments - Hispanic/Latino	2.00	0.73	Yes	Target met. No further action required.	0.73	0.83
Disproportionate Representation - Other Health Impairments - American Indian/Alaska Native	2.00	0.87	Yes	Target met. No further action required.	0.77	0.73
Disproportionate Representation - Other Health Impairments - Asian	2.00	0.20	Yes	Target met. No further action required.	0.23	0.22
Disproportionate Representation - Other Health Impairments - Black/African American	2.00	1.57	Yes	Target met. No further action required.	1.55	1.59
Disproportionate Representation - Other Health Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - White	2.00	1.05	Yes	Target met. No further action required.	1.03	0.94
Disproportionate Representation - Other Health Impairments - 2 or more races	2.00	1.19	Yes	Target met. No further action required.	1.20	1.28
Disproportionate Representation - Other Health Impairments - Hispanic/Latino	2.00	0.46	Yes	Target met. No further action required.	0.46	0.51

		Disproportionate Representation - Autism - American Indian/Alaska Native	2.00	0.47	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - Asian	2.00	1.31	Yes	Target met. No further action required.	1.30	1.22
		Disproportionate Representation - Autism - Black/African American	2.00	1.28	Yes	Target met. No further action required.	1.18	1.15
		Disproportionate Representation - Autism - Native Hawaiian/Pacific Islander	2.00	1.34	Yes	Target met. No further action required.	1.75	0.00
		Disproportionate Representation - Autism - White	2.00	0.92	Yes	Target met. No further action required.	0.96	0.97
		Disproportionate Representation - Autism - 2 or more races	2.00	0.94	Yes	Target met. No further action required.	1.13	1.09
		Disproportionate Representation - Autism - Hispanic/Latino	2.00	0.57	Yes	Target met. No further action required.	0.55	0.62
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06		100.00%	91.78%	No	Target not met. An Improvement Plan is required.	99.66%	94.37%
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		100.00%	99.10%	No	Target not met. An Improvement Plan is required.	95.65%	81.82%
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)		100.00%	98.83%	No	Target not met. An Improvement Plan is required.	100.00%	100.00%
Correction of Noncompliance	Correction of Noncompliance MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	0.00%
Timely and Valid Data	Timely and Valid Data MSDE		100.00%	0.00%	No	Untimely submission of SSIS data. An Improvement Plan is required.	100.00%	100.00%
Number of Complaints Filed	Number of Complaints Filed MSDE/DEISES		0.00	56.00	No	No further action is required.	27.00	18.00
Number of Complaints Identified with Violations	Number of Complaints Identified with Violations MSDE/DEISES		0.00	38.00	No	Please work with Dispute Resolution staff to ensure any identified noncompliance is corrected as soon as possible but in no case later than one year from notification of findings.	18.00	15.00
Number of Due Process Hearings Filed	Number of Due Process Hearings Filed MSDE		0.00	81.00	No	No further action is required.	81.00	51.00
Number of Due Process Hearings Identified with Violations	Number of Due Process Hearings Identified with Violations MSDE		0.00	1.00	No	Please work with Dispute Resolution staff to ensure any identified noncompliance is corrected as soon as possible but in no case later than one year from notification of findings.	0.00	0.00
Fiscal Accountability: Number of Findings Identified	Fiscal Accountability: Number of Findings Identified MSDE		0.00	0.00	Yes	No further action is required.	0.00	1.00
Percentage of Students Taking the Alternate Assessment: Reading	Percentage of Students Taking the Alternate Assessment: Reading MSDE		1.00%	1.25%	No	Target not met. An Improvement plan is required.	1.30%	-

Percentage of Students Taking the Alternate Assessment: Math	Percentage of Students Taking the Alternate Assessment: Math MSDE	1.00%	1.25%	No	Target not met. An Improvement Plan is required.	1.30%	-
Percentage of Students Taking the Alternate Assessment: Science	Percentage of Students Taking the Alternate Assessment: Science MSDE	1.00%	1.31%	No	Target not met. An Improvement Plan is required.	1.50%	-
Number of SWD Restraints	Number of SWD Restraints MSDE	0.00	2264.00	No	No further action is required.	764.00	-
Number of SWD Seclusions	Number of SWD Seclusions MSDE	0.00	0.00	Yes	No further action is required.	137.00	-
Significant Disproportionality	Number of Categories Identified for Significant Disproportionality 34 C.F.R. § 300.646	0.00	1.00	No	A Comprehensive Coordinated Early Intervening Services (CCEIS) Plan is required.	1.00	-

June 18, 2024

Dr. Andraé 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 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) 2022 determinations, Calvert County has achieved the determination status of **Meets Requirements**.

Attached please find supporting documents:

- *FFY 2022 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;
- *FFY 2022 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- *FFY 2022 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
- *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 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), Calvert County has been assigned the **Universal** tier for the delivery of the DEI/SES technical assistance model for results. Please see the *DEI/SES Differentiated Framework: Tiers of Supervision* for more information.

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

Sincerely,



Antoine Hickman, Ed.D.
Assistant State Superintendent
Division of Early Intervention and Special Education Services

Attachments

c: Dr. Carey Wright, State Superintendent of Schools
Dr. Deann Collins, Deputy State Superintendent
Dr. Kendy Anderson, Director of Special Education
MSDE DEI/SES Branch/Section Chiefs

Calvert County
Annual Data on Part B State Performance Plan (SPP) Priority Indicators
for the Period July 1, 2022 – June 30, 2023 (FFY 2022)

Part B Annual SPP Performance Report								
SPP/APR Indicators ■ Results Indicator ■ Compliance Indicator			FFY 2022 (SFY 2023)			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2021	FFY 2020
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data indicator) COMAR 13A.03.02.09 COMAR 13A.05.01.01		74.35%	81.82%	Yes	Target met. No further action is required.	78.05%	85.37%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020) COMAR 13A.08.01.07		13.00%	7.95%	Yes	Target met. No further action is required.	6.10%	1.24%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA. COMAR 13A.05.11.05	Participation – Reading – 4th Grade	95.00%	100.00%	Yes	Target met. No further action is required.	99.20%	-
		Participation – Reading – 8th Grade	95.00%	98.84%	Yes	Target met. No further action is required.	98.45%	-
		Participation – Reading – High School	95.00%	100.00%	Yes	Target met. No further action is required.	100.00%	-
		Participation – Math – 4th Grade	95.00%	100.00%	Yes	Target met. No further action is required.	100.00%	-
		Participation – Math – 8th Grade	95.00%	97.67%	Yes	Target met. No further action is required.	96.12%	-
		Participation – Math – High School	95.00%	100.00%	Yes	Target met. No further action is required.	100.00%	-
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	Proficiency Grade Level Standards – Reading – 4th Grade	11.00%	18.35%	Yes	Target met. No further action is required.	13.79%	4.63%
		Proficiency Grade Level Standards – Reading – 8th Grade	9.00%	12.50%	Yes	Target met. No further action is required.	5.13%	3.30%
		Proficiency Grade Level Standards – Reading – High School	17.50%	13.46%	No	Target not met. An Improvement Plan is required.	13.85%	12.16%
		Proficiency Grade Level Standards – Math – 4th Grade	14.00%	19.27%	Yes	Target met. No further action is required.	12.82%	1.87%
		Proficiency Grade Level Standards – Math – 8th Grade	2.50%	2.53%	Yes	Target met. No further action is required.	2.63%	2.20%
		Proficiency Grade Level Standards – Math – High School	10.50%	0.00%	No	Target not met. An Improvement Plan is required.	1.79%	9.72%
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	Alternate Academic Achievement Standards – Reading – 4th Grade	42.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	25.00%

		Alternate Academic Achievement Standards – Reading – 8th Grade	52.50%	20.00%	No	Target not met. An Improvement Plan is required.	20.00%	100.00%
		Alternate Academic Achievement Standards – Reading – High School	55.50%	40.00%	No	Target not met. An Improvement Plan is required.	29.41%	30.00%
		Alternate Academic Achievement Standards – Math – 4th Grade	27.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	25.00%
		Alternate Academic Achievement Standards – Math – 8th Grade	35.50%	0.00%	No	Target not met. An Improvement Plan is required.	20.00%	100.00%
		Alternate Academic Achievement Standards – Math – High School	55.50%	20.00%	No	Target not met. An Improvement Plan is required.	29.41%	40.00%
3D	Gap in Proficiency Rates COMAR 13A.05.11.05	Gap in Proficiency Rates – Reading – 4th Grade	16.50%	44.22%	No	Target not met. Improvement Plan is required.	38.45%	22.94%
		Gap in Proficiency Rates – Reading – 8th Grade	23.50%	54.54%	No	Target not met. Improvement Plan is required.	50.31%	35.75%
		Gap in Proficiency Rates – Reading – High School	47.50%	53.15%	No	Target not met. Improvement Plan is required.	52.73%	67.84%
		Gap in Proficiency Rates – Math – 4th Grade	13.50%	32.44%	No	Target not met. Improvement Plan is required.	28.71%	23.57%
		Gap in Proficiency Rates – Math – 8th Grade	6.21%	24.05%	No	Target not met. Improvement Plan is required.	22.00%	3.77%
		Gap in Proficiency Rates – Math – High School	34.00%	45.37%	No	Target not met. Improvement Plan is required.	42.59%	53.60%
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled COMAR 13A.08.03.03		2.00	0.00	Yes	Target met. No further action is required.	0.00	-
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10		71.25%	83.09%	Yes	Target met. No further action is required.	78.04%	73.20%
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		11.50%	7.43%	Yes	Target met. No further action is required.	7.64%	8.10%
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		6.00%	3.41%	Yes	Target met. No further action is required.	3.62%	4.54%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		63.00%	23.31%	No	Target not met. An Improvement Plan is required.	25.11%	41.82%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		19.00%	27.12%	No	Target not met. An Improvement Plan is required.	25.55%	22.27%
6C	Students aged 3-5 LRE: Home		0.32%	0.00%	Yes	Target met. No further action is required.	0.44%	0.00%

7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	SS1 – Social Emotional - Exits with substantial growth	71.00%	86.96%	Yes	Target met. No further action is required.	74.36%	81.97%
		SS2 – Social Emotional - Exits within age expectations	54.00%	52.99%	No	Target not met. An Improvement Plan is required.	56.07%	67.37%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	SS1 – Knowledge & Skills - Exits with substantial growth	73.50%	87.25%	Yes	Target met. No further action is required.	82.56%	84.29%
		SS2– Knowledge & Skills - Exits within age expectations	52.00%	52.14%	Yes	Target met. No further action is required.	57.94%	66.32%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	SS1 – Behavior to Meet Needs - Exits with substantial growth	72.50%	76.19%	Yes	Target met. No further action is required.	81.01%	88.76%
		SS2 – Behavior to Meet Needs - Exits within age expectations	60.50%	52.99%	No	Target not met. An Improvement Plan is required.	65.42%	75.79%
8A	Parent Survey - Preschool Age		85.50%	87.00%	Yes	Target met. No action is required.	77.00%	89.00%
8A Response Rate	Parent Survey- Preschool Response Rate		18.00%	13.00%	No	Target not met. An Improvement Plan is required.	18.00%	15.00%
8B	Parent Survey - School Age		73.00%	69.00%	No	Target not met. An Improvement Plan is required.	72.00%	82.00%
8B Response Rate	Parent Survey - School Age Response Rate		9.00%	8.00%	No	Target not met. An Improvement Plan is required.	15.00%	16.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	Higher Education	25.50%	26.14%	Yes	Target met. No further action is required.	14.63%	22.89%
		Higher Education or Employed	58.00%	67.05%	Yes	Target met. No further action is required.	68.29%	60.24%
		Higher Ed, Training, or Employed	58.00%	69.32%	Yes	Target met. No further action is required.	68.29%	60.24%
4B	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity COMAR 13A.08.01.21	Discrepancy - Black/African American	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - Two or more races	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - White	2.00	0.00	Yes	Target met. No further action is required.	-	-
9	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action is required.	0.00	0.00
		Disproportionate Representation - Asian	2.00	0.64	Yes	Target met. No further action is required.	0.49	0.53
		Disproportionate Representation - Black/African American	2.00	1.47	Yes	Target met. No further action is required.	1.59	1.58

		Disproportionate Representation - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action is required.	0.00	0.00
		Disproportionate Representation - White	2.00	0.84	Yes	Target met. No further action is required.	0.82	0.85
		Disproportionate Representation - 2 or more races	2.00	1.04	Yes	Target met. No further action is required.	0.99	0.92
		Disproportionate Representation - Hispanic/Latino	2.00	0.87	Yes	Target met. No further action is required.	0.87	0.81
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - Intellectual Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Black/African American	2.00	2.93	No	Target not met. An Improvement Plan is required.	2.92	2.61
		Disproportionate Representation - Intellectual Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - White	2.00	0.66	Yes	Target met. No further action required.	0.61	0.67
		Disproportionate Representation - Intellectual Disability - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Specific Learning Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Specific Learning Disability - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Specific Learning Disability - Black/African American	2.00	1.98	Yes	Target met. No further action required.	2.26	2.28
		Disproportionate Representation - Specific Learning Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Specific Learning Disability - White	2.00	0.71	Yes	Target met. No further action required.	0.68	0.65
		Disproportionate Representation - Specific Learning Disability - 2 or more races	2.00	0.72	Yes	Target met. No further action required.	0.68	0.73
		Disproportionate Representation - Specific Learning Disability - Hispanic/Latino	2.00	1.21	Yes	Target met. No further action required.	1.05	1.05

Disproportionate Representation - Emotional Disturbance - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Black/African American	2.00	2.66	No	Target not met. An Improvement Plan is required.	3.16	3.06
Disproportionate Representation - Emotional Disturbance - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - White	2.00	0.46	Yes	Target met. No further action required.	0.46	0.49
Disproportionate Representation - Emotional Disturbance - 2 or more races	2.00	2.01	No	Target not met. An Improvement Plan is required.	2.05	1.54
Disproportionate Representation - Emotional Disturbance - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Black/African American	2.00	1.09	Yes	Target met. No further action required.	1.04	0.96
Disproportionate Representation - Speech or Language Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - White	2.00	1.15	Yes	Target met. No further action required.	1.14	1.23
Disproportionate Representation - Speech or Language Impairments - 2 or more races	2.00	0.79	Yes	Target met. No further action required.	0.85	0.90
Disproportionate Representation - Speech or Language Impairments - Hispanic/Latino	2.00	0.85	Yes	Target met. No further action required.	0.90	0.79
Disproportionate Representation - Other Health Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - Black/African American	2.00	1.25	Yes	Target met. No further action required.	1.31	1.49
Disproportionate Representation - Other Health Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00

		Disproportionate Representation - Other Health Impairments - White	2.00	0.90	Yes	Target met. No further action required.	0.88	0.90
		Disproportionate Representation - Other Health Impairments - 2 or more races	2.00	1.49	Yes	Target met. No further action required.	1.29	1.18
		Disproportionate Representation - Other Health Impairments - Hispanic/Latino	2.00	0.60	Yes	Target met. No further action required.	0.73	0.52
		Disproportionate Representation - Autism - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - Asian	2.00	1.45	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - Black/African American	2.00	1.87	Yes	Target met. No further action required.	1.85	1.81
		Disproportionate Representation - Autism - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - White	2.00	0.69	Yes	Target met. No further action required.	0.71	0.65
		Disproportionate Representation - Autism - 2 or more races	2.00	0.85	Yes	Target met. No further action required.	0.92	0.92
		Disproportionate Representation - Autism - Hispanic/Latino	2.00	1.02	Yes	Target met. No further action required.	1.04	1.32
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06		100.00%	100.00%	Yes	Target met. No further action is required.	99.19%	99.36%
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		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
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)		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Correction of Noncompliance	Correction of Noncompliance MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Timely and Valid Data	Timely and Valid Data MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Number of Complaints Filed	Number of Complaints Filed MSDE/DEISES		0.00	0.00	Yes	No further action is required.	1.00	1.00
Number of Complaints Identified with Violations	Number of Complaints Identified with Violations MSDE/DEISES		0.00	0.00	Yes	No further action is required.	1.00	1.00
Number of Due Process Hearings Filed	Number of Due Process Hearings Filed MSDE		0.00	0.00	Yes	No further action is required.	2.00	0.00
Number of Due Process Hearings Identified with Violations	Number of Due Process Hearings Identified with Violations MSDE		0.00	0.00	Yes	No further action is required.	0.00	0.00
Fiscal Accountability: Number of Findings Identified	Fiscal Accountability: Number of Findings Identified MSDE		0.00	0.00	Yes	No further action is required.	0.00	0.00

Percentage of Students Taking the Alternate Assessment: Reading	Percentage of Students Taking the Alternate Assessment: Reading MSDE	1.00%	0.56%	Yes	Target met. No further action is required.	0.70%	-
Percentage of Students Taking the Alternate Assessment: Math	Percentage of Students Taking the Alternate Assessment: Math MSDE	1.00%	0.56%	Yes	Target met. No further action is required.	0.70%	-
Percentage of Students Taking the Alternate Assessment: Science	Percentage of Students Taking the Alternate Assessment: Science MSDE	1.00%	0.53%	Yes	Target Met No further action is required.	0.90%	-
Number of SWD Restraints	Number of SWD Restraints MSDE	0.00	11.00	No	No further action is required.	11.00	-
Number of SWD Seclusions	Number of SWD Seclusions MSDE	0.00	0.00	Yes	No further action is required.	0.00	-
Significant Disproportionality	Number of Categories Identified for Significant Disproportionality 34 C.F.R. § 300.646	0.00	2.00	No	A Comprehensive Coordinated Early Intervening Services (CCEIS) Plan is required.	3.00	-

June 18, 2024

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) 2022 determinations, Caroline County has achieved the determination status of Meets Requirements.

Attached please find supporting documents:

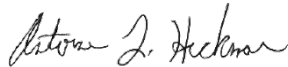
- FFY 2022 Determination Overview (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
- FFY 2022 Local Determination Scoring Criteria (provides a graduated results-driven accountability plan used to make a local determination by year);
- FFY 2022 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
- 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 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), Caroline County has been assigned the Universal tier for the delivery of the DEI/SES technical assistance model for results. Please see the DEI/SES Differentiated Framework: Tiers of Supervision for more information.

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

Sincerely,



Antoine Hickman, Ed.D.
Assistant State Superintendent
Division of Early Intervention and Special Education Services

Attachments

c: Dr. Carey Wright, State Superintendent of Schools
Dr. Deann Collins, Deputy State Superintendent
Erica McDonald, Coordinator of Special Education
MSDE DEI/SES Branch/Section Chiefs

Caroline County
Annual Data on Part B State Performance Plan (SPP) Priority Indicators
for the Period July 1, 2022 – June 30, 2023 (FFY 2022)

Part B Annual SPP Performance Report								
SPP/APR Indicators Results Indicator Compliance Indicator			FFY 2022 (SFY 2023)			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2021	FFY 2020
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data indicator) COMAR 13A.03.02.09 COMAR 13A.05.01.01		74.35%	61.76%	No	Target not met. An Improvement Plan is required.	71.43%	75.76%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020) COMAR 13A.08.01.07		13.00%	23.53%	No	Target not met. An Improvement Plan is required.	14.29%	0.57%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA. COMAR 13A.05.11.05	Participation – Reading – 4th Grade	95.00%	100.00%	Yes	Target met. No further action is required.	100.00%	-
		Participation – Reading – 8th Grade	95.00%	100.00%	Yes	Target met. No further action is required.	100.00%	-
		Participation – Reading – High School	95.00%	92.00%	No	Target not met. An Improvement Plan is required.	92.59%	-
		Participation – Math – 4th Grade	95.00%	100.00%	Yes	Target met. No further action is required.	100.00%	-
		Participation – Math – 8th Grade	95.00%	96.67%	Yes	Target met. No further action is required.	97.14%	-
		Participation – Math – High School	95.00%	92.00%	No	Target not met. An Improvement Plan is required.	100.00%	-
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	Proficiency Grade Level Standards – Reading – 4th Grade	11.00%	2.33%	No	Target not met. An Improvement Plan is required.	5.71%	6.67%
		Proficiency Grade Level Standards – Reading – 8th Grade	9.00%	3.85%	No	Target not met. An Improvement Plan is required.	0.00%	4.00%
		Proficiency Grade Level Standards – Reading – High School	17.50%	11.11%	No	Target not met. An Improvement Plan is required.	0.00%	14.29%
		Proficiency Grade Level Standards – Math – 4th Grade	14.00%	4.65%	No	Target not met. An Improvement Plan is required.	0.00%	0.00%

		Proficiency Grade Level Standards – Math – 8th Grade	2.50%	4.00%	Yes	Target met. No further action is required.	6.06%	0.00%
		Proficiency Grade Level Standards – Math – High School	10.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	12.50%
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	Alternate Academic Achievement Standards – Reading – 4th Grade	42.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	0.00%
		Alternate Academic Achievement Standards – Reading – 8th Grade	52.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	-
		Alternate Academic Achievement Standards – Reading – High School	55.50%	20.00%	No	Target not met. An Improvement Plan is required.	0.00%	50.00%
		Alternate Academic Achievement Standards – Math – 4th Grade	27.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	0.00%
		Alternate Academic Achievement Standards – Math – 8th Grade	35.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	-
		Alternate Academic Achievement Standards – Math – High School	55.50%	20.00%	No	Target not met. An Improvement Plan is required.	0.00%	50.00%
3D	Gap in Proficiency Rates COMAR 13A.05.11.05	Gap in Proficiency Rates – Reading – 4th Grade	16.50%	41.28%	No	Target not met. Improvement Plan is required.	38.96%	11.59%
		Gap in Proficiency Rates – Reading – 8th Grade	23.50%	36.00%	No	Target not met. Improvement Plan is required.	34.68%	17.22%
		Gap in Proficiency Rates – Reading – High School	47.50%	34.89%	Yes	Target met. No further action is required.	46.06%	52.47%
		Gap in Proficiency Rates – Math – 4th Grade	13.50%	21.30%	No	Target not met. Improvement Plan is required.	20.98%	11.27%
		Gap in Proficiency Rates – Math – 8th Grade	6.21%	17.41%	No	Target not met. Improvement Plan is required.	10.49%	1.33%
		Gap in Proficiency Rates – Math – High School	34.00%	20.90%	Yes	Target met. No further action is required.	21.20%	38.67%
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled COMAR 13A.08.03.03		2.00	0.20	Yes	Target met. No further action is required.	0.20	-
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10		71.25%	77.82%	Yes	Target met. No further action is required.	80.15%	81.48%
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		11.50%	11.50%	Yes	Target met. No further action is required.	10.21%	9.55%
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		6.00%	1.03%	Yes	Target met. No further action is required.	1.93%	1.17%

6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		63.00%	75.00%	Yes	Target met. No further action is required.	82.14%	79.55%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		19.00%	0.00%	Yes	Target met. No further action required.	0.00%	2.27%
6C	Students aged 3-5 LRE: Home		0.32%	0.00%	Yes	Target met. No further action is required.	0.00%	0.00%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	SS1 – Social Emotional - Exits with substantial growth	71.00%	50.00%	No	Target not met. An Improvement Plan is required.	92.86%	69.57%
		SS2 – Social Emotional - Exits within age expectations	54.00%	50.00%	No	Target not met. An Improvement Plan is required.	77.78%	60.00%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	SS1 – Knowledge & Skills - Exits with substantial growth	73.50%	62.50%	No	Target not met. An Improvement Plan is required.	92.31%	86.96%
		SS2– Knowledge & Skills - Exits within age expectations	52.00%	62.50%	Yes	Target met. No further action is required.	77.78%	60.00%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	SS1 – Behavior to Meet Needs - Exits with substantial growth	72.50%	37.50%	No	Target not met. An Improvement Plan is required.	88.89%	68.18%
		SS2 – Behavior to Meet Needs - Exits within age expectations	60.50%	25.00%	No	Target not met. An Improvement Plan is required.	72.22%	56.67%
8A	Parent Survey - Preschool Age		85.50%	87.00%	Yes	Target met. No action is required.	79.00%	80.00%
8A Response Rate	Parent Survey- Preschool Response Rate		18.00%	75.00%	Yes	Target met. No action is required.	64.00%	54.00%
8B	Parent Survey - School Age		73.00%	82.00%	Yes	Target met. No action is required.	84.00%	82.00%
8B Response Rate	Parent Survey - School Age Response Rate		9.00%	17.00%	Yes	Target met. No action is required.	11.00%	23.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	Higher Education	25.50%	-	NA		-	-
		Higher Education or Employed	58.00%	64.71%	Yes	Target met. No further action is required.	53.57%	48.48%
		Higher Ed, Training, or Employed	58.00%	67.65%	Yes	Target met. No further action is required.	53.57%	54.55%
4B	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity COMAR 13A.08.01.21	Discrepancy - Black/African American	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - Two or more races	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - White	2.00	0.00	Yes	Target met. No further action is required.	-	-

9	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action is required.	0.00	0.00
		Disproportionate Representation - Asian	2.00	0.00	Yes	Target met. No further action is required.	0.00	0.00
		Disproportionate Representation - Black/African American	2.00	1.39	Yes	Target met. No further action is required.	1.38	1.22
		Disproportionate Representation - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action is required.	0.00	0.00
		Disproportionate Representation - White	2.00	1.19	Yes	Target met. No further action is required.	1.19	1.28
		Disproportionate Representation - 2 or more races	2.00	1.06	Yes	Target met. No further action is required.	1.04	1.12
		Disproportionate Representation - Hispanic/Latino	2.00	0.49	Yes	Target met. No further action is required.	0.49	0.43
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - Intellectual Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Black/African American	2.00	2.63	No	Target not met. An Improvement Plan is required.	1.78	1.49
		Disproportionate Representation - Intellectual Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - White	2.00	1.04	Yes	Target met. No further action required.	1.47	2.18
		Disproportionate Representation - Intellectual Disability - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Specific Learning Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Specific Learning Disability - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Specific Learning Disability - Black/African American	2.00	1.73	Yes	Target met. No further action required.	1.83	1.45
		Disproportionate Representation - Specific Learning Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Specific Learning Disability - White	2.00	1.16	Yes	Target met. No further action required.	0.99	1.12

Disproportionate Representation - Specific Learning Disability - 2 or more races	2.00	0.54	Yes	Target met. No further action required.	0.59	0.59
Disproportionate Representation - Specific Learning Disability - Hispanic/Latino	2.00	0.60	Yes	Target met. No further action required.	0.71	0.75
Disproportionate Representation - Emotional Disturbance - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Black/African American	2.00	1.75	Yes	Target met. No further action required.	1.52	1.47
Disproportionate Representation - Emotional Disturbance - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - White	2.00	1.14	Yes	Target met. No further action required.	1.19	1.34
Disproportionate Representation - Emotional Disturbance - 2 or more races	2.00	1.76	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Black/African American	2.00	0.51	Yes	Target met. No further action required.	0.88	0.97
Disproportionate Representation - Speech or Language Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - White	2.00	1.39	Yes	Target met. No further action required.	1.78	1.69
Disproportionate Representation - Speech or Language Impairments - 2 or more races	2.00	1.49	Yes	Target met. No further action required.	0.94	0.99
Disproportionate Representation - Speech or Language Impairments - Hispanic/Latino	2.00	0.72	Yes	Target met. No further action required.	0.36	0.32
Disproportionate Representation - Other Health Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00

		Disproportionate Representation - Other Health Impairments - Black/African American	2.00	1.45	Yes	Target met. No further action required.	0.99	0.78
		Disproportionate Representation - Other Health Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Other Health Impairments - White	2.00	1.27	Yes	Target met. No further action required.	1.18	1.42
		Disproportionate Representation - Other Health Impairments - 2 or more races	2.00	1.46	Yes	Target met. No further action required.	2.09	2.06
		Disproportionate Representation - Other Health Impairments - Hispanic/Latino	2.00	0.26	Yes	Target met. No further action required.	0.38	0.25
		Disproportionate Representation - Autism - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - Black/African American	2.00	0.74	Yes	Target met. No further action required.	1.62	1.42
		Disproportionate Representation - Autism - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - White	2.00	1.14	Yes	Target met. No further action required.	0.67	0.77
		Disproportionate Representation - Autism - 2 or more races	2.00	1.32	Yes	Target met. No further action required.	1.61	1.64
		Disproportionate Representation - Autism - Hispanic/Latino	2.00	0.67	Yes	Target met. No further action required.	0.69	0.72
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06		100.00%	97.07%	No	Target not met. An Improvement Plan is required.	100.00%	100.00%
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		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
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)		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Correction of Noncompliance	Correction of Noncompliance MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Timely and Valid Data	Timely and Valid Data MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Number of Complaints Filed	Number of Complaints Filed MSDE/DEISES		0.00	0.00	Yes	No further action is required.	0.00	0.00
Number of Complaints Identified with Violations	Number of Complaints Identified with Violations MSDE/DEISES		0.00	0.00	Yes	No further action is required.	0.00	-
Number of Due Process Hearings Filed	Number of Due Process Hearings Filed MSDE		0.00	0.00	Yes	No further action is required.	0.00	1.00

Number of Due Process Hearings Identified with Violations	Number of Due Process Hearings Identified with Violations MSDE	0.00	0.00	Yes	No further action is required.	0.00	0.00
Fiscal Accountability: Number of Findings Identified	Fiscal Accountability: Number of Findings Identified MSDE	0.00	0.00	Yes	No further action is required.	0.00	0.00
Percentage of Students Taking the Alternate Assessment: Reading	Percentage of Students Taking the Alternate Assessment: Reading MSDE	1.00%	0.89%	Yes	Target met. No further action is required.	0.70%	-
Percentage of Students Taking the Alternate Assessment: Math	Percentage of Students Taking the Alternate Assessment: Math MSDE	1.00%	0.89%	Yes	Target met. No further action is required.	0.70%	-
Percentage of Students Taking the Alternate Assessment: Science	Percentage of Students Taking the Alternate Assessment: Science MSDE	1.00%	0.96%	Yes	Target Met No further action is required.	0.90%	-
Number of SWD Restraints	Number of SWD Restraints MSDE	0.00	23.00	No	No further action is required.	15.00	-
Number of SWD Seclusions	Number of SWD Seclusions MSDE	0.00	0.00	Yes	No further action is required.	0.00	-
Significant Disproportionality	Number of Categories Identified for Significant Disproportionality 34 C.F.R. § 300.646	0.00	2.00	No	A Comprehensive Coordinated Early Intervening Services (CCEIS) Plan is required.	1.00	-

June 18, 2024

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) 2022 determinations, Carroll County has achieved the determination status of **Meets Requirements**.

Attached please find supporting documents:

- *FFY 2022 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)
- *FFY 2022 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- *FFY 2022 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
- *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 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), Carroll County has been assigned the **Universal** tier for the delivery of the DEI/SES technical assistance model for results. Please see the *DEI/SES Differentiated Framework: Tiers of Supervision* for more information.

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

Sincerely,



Antoine Hickman, Ed.D.
Assistant State Superintendent
Division of Early Intervention and Special Education Services

Attachments

c: Dr. Carey Wright, State Superintendent of Schools
Dr. Deann Collins, Deputy State Superintendent
Chris Wittle, Director of Special Education
MSDE DEI/SES Branch/Section Chiefs

Carroll County
Annual Data on Part B State Performance Plan (SPP) Priority Indicators
for the Period July 1, 2022 – June 30, 2023 (FFY 2022)

Part B Annual SPP Performance Report								
SPP/APR Indicators ■ Results Indicator ■ Compliance Indicator			FFY 2022 (SFY 2023)			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2021	FFY 2020
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data indicator) COMAR 13A.03.02.09 COMAR 13A.05.01.01		74.35%	68.88%	No	Target not met. An Improvement Plan is required.	73.94%	81.48%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020) COMAR 13A.08.01.07		13.00%	18.37%	No	Target not met. An Improvement Plan is required.	9.09%	2.03%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA. COMAR 13A.05.11.05	Participation – Reading – 4th Grade	95.00%	100.00%	Yes	Target met. No further action is required.	100.00%	-
		Participation – Reading – 8th Grade	95.00%	98.59%	Yes	Target met. No further action is required.	98.26%	-
		Participation – Reading – High School	95.00%	92.95%	No	Target not met. An Improvement Plan is required.	100.00%	-
		Participation – Math – 4th Grade	95.00%	100.00%	Yes	Target met. No further action is required.	99.60%	-
		Participation – Math – 8th Grade	95.00%	98.10%	Yes	Target met. No further action is required.	97.39%	-
		Participation – Math – High School	95.00%	88.99%	No	Target not met. An Improvement Plan is required.	100.00%	-
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	Proficiency Grade Level Standards – Reading – 4th Grade	11.00%	16.73%	Yes	Target met. No further action is required.	22.31%	6.03%
		Proficiency Grade Level Standards – Reading – 8th Grade	9.00%	7.73%	No	Target not met. An Improvement Plan is required.	4.37%	4.90%
		Proficiency Grade Level Standards – Reading – High School	17.50%	12.10%	No	Target not met. An Improvement Plan is required.	13.82%	17.74%
		Proficiency Grade Level Standards – Math – 4th Grade	14.00%	15.87%	Yes	Target met. No further action is required.	20.33%	9.48%
		Proficiency Grade Level Standards – Math – 8th Grade	2.50%	5.24%	Yes	Target met. No further action is required.	2.94%	3.91%
		Proficiency Grade Level Standards – Math – High School	10.50%	3.90%	No	Target not met. An Improvement Plan is required.	1.49%	13.39%
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	Alternate Academic Achievement Standards – Reading – 4th Grade	42.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	6.67%
		Alternate Academic Achievement Standards – Reading – 8th Grade	52.50%	43.75%	No	Target not met. An Improvement Plan is required.	30.00%	-
		Alternate Academic Achievement Standards – Reading – High School	55.50%	66.67%	Yes	Target met. No further action is required.	64.00%	77.27%

		Alternate Academic Achievement Standards – Math – 4th Grade	27.50%	27.27%	No	Target not met. An Improvement Plan is required.	0.00%	0.00%
		Alternate Academic Achievement Standards – Math – 8th Grade	35.50%	6.25%	No	Target not met. An Improvement Plan is required.	10.00%	-
		Alternate Academic Achievement Standards – Math – High School	55.50%	65.00%	Yes	Target met. No further action is required.	32.00%	63.64%
3D	Gap in Proficiency Rates COMAR 13A.05.11.05	Gap in Proficiency Rates – Reading – 4th Grade	16.50%	49.60%	No	Target not met. Improvement Plan is required.	43.29%	29.54%
		Gap in Proficiency Rates – Reading – 8th Grade	23.50%	55.01%	No	Target not met. Improvement Plan is required.	43.67%	30.88%
		Gap in Proficiency Rates – Reading – High School	47.50%	36.39%	Yes	Target met. No further action is required.	35.41%	61.63%
		Gap in Proficiency Rates – Math – 4th Grade	13.50%	39.61%	No	Target not met. Improvement Plan is required.	30.53%	31.34%
		Gap in Proficiency Rates – Math – 8th Grade	6.21%	25.41%	No	Target not met. Improvement Plan is required.	21.18%	15.67%
		Gap in Proficiency Rates – Math – High School	34.00%	52.43%	No	Target not met. Improvement Plan is required.	56.57%	59.59%
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled COMAR 13A.08.03.03		2.00	0.55	Yes	Target met. No further action is required.	0.55	-
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10		71.25%	79.71%	Yes	Target met. No further action is required.	77.91%	75.27%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		11.50%	7.25%	Yes	Target met. No further action is required.	8.01%	10.33%
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		6.00%	2.67%	Yes	Target met. No further action is required.	3.18%	3.47%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		63.00%	36.22%	No	Target not met. An Improvement Plan is required.	38.07%	26.63%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		19.00%	24.02%	No	Target not met. An Improvement Plan is required.	26.90%	33.17%
6C	Students aged 3-5 LRE: Home		0.32%	0.00%	Yes	Target met. No further action is required.	0.51%	0.00%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	SS1 – Social Emotional - Exits with substantial growth	71.00%	88.19%	Yes	Target met. No further action is required.	67.90%	64.06%
		SS2 – Social Emotional - Exits within age expectations	54.00%	46.45%	No	Target not met. An Improvement Plan is required.	41.67%	32.88%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	SS1 – Knowledge & Skills - Exits with substantial growth	73.50%	89.12%	Yes	Target met. No further action is required.	75.31%	72.06%
		SS2– Knowledge & Skills - Exits within age expectations	52.00%	50.32%	No	Target not met. An Improvement Plan is required.	36.90%	41.10%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	SS1 – Behavior to Meet Needs - Exits with substantial growth	72.50%	86.86%	Yes	Target met. No further action is required.	71.25%	77.61%
		SS2 – Behavior to Meet Needs - Exits within age expectations	60.50%	57.42%	No	Target not met. An Improvement Plan is required.	51.19%	41.10%

8A	Parent Survey - Preschool Age		85.50%	80.00%	No	Target not met. An Improvement Plan is required.	78.00%	91.00%
8A Response Rate	Parent Survey- Preschool Response Rate		18.00%	54.00%	Yes	Target met. No action is required.	77.00%	24.00%
8B	Parent Survey - School Age		73.00%	74.00%	Yes	Target met. No action is required.	76.00%	79.00%
8B Response Rate	Parent Survey - School Age Response Rate		9.00%	10.00%	Yes	Target met. No action is required.	18.00%	10.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	Higher Education	25.50%	20.81%	No	Target not met. An Improvement Plan is required.	25.45%	25.31%
		Higher Education or Employed	58.00%	61.42%	Yes	Target met. No further action is required.	68.48%	64.20%
		Higher Ed, Training, or Employed	58.00%	66.50%	Yes	Target met. No further action is required.	74.55%	65.43%
4B	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity COMAR 13A.08.01.21	Discrepancy - Black/African American	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - Two or more races	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - White	2.00	3.77	No	Target not met. An Improvement Plan is required.	-	-
9	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - American Indian/Alaska Native	2.00	1.89	Yes	Target met. No further action is required.	2.00	1.70
		Disproportionate Representation - Asian	2.00	0.58	Yes	Target met. No further action is required.	0.61	0.60
		Disproportionate Representation - Black/African American	2.00	1.13	Yes	Target met. No further action is required.	1.15	1.27
		Disproportionate Representation - Native Hawaiian/Pacific Islander	2.00	0.99	Yes	Target met. No further action is required.	0.76	0.91
		Disproportionate Representation - White	2.00	0.92	Yes	Target met. No further action is required.	0.91	0.91
		Disproportionate Representation - 2 or more races	2.00	1.29	Yes	Target met. No further action is required.	1.34	1.28
		Disproportionate Representation - Hispanic/Latino	2.00	1.11	Yes	Target met. No further action is required.	1.10	1.05
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - Intellectual Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Asian	2.00	1.88	Yes	Target met. No further action required.	1.62	1.29
		Disproportionate Representation - Intellectual Disability - Black/African American	2.00	1.06	Yes	Target met. No further action required.	1.45	1.82
		Disproportionate Representation - Intellectual Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00

Disproportionate Representation - Intellectual Disability - White	2.00	0.86	Yes	Target met. No further action required.	0.97	0.91
Disproportionate Representation - Intellectual Disability - 2 or more races	2.00	1.78	Yes	Target met. No further action required.	1.04	0.00
Disproportionate Representation - Intellectual Disability - Hispanic/Latino	2.00	0.62	Yes	Target met. No further action required.	0.61	0.81
Disproportionate Representation - Specific Learning Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - Asian	2.00	0.24	Yes	Target met. No further action required.	0.29	0.26
Disproportionate Representation - Specific Learning Disability - Black/African American	2.00	1.21	Yes	Target met. No further action required.	1.22	1.72
Disproportionate Representation - Specific Learning Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - White	2.00	0.86	Yes	Target met. No further action required.	0.79	0.76
Disproportionate Representation - Specific Learning Disability - 2 or more races	2.00	1.22	Yes	Target met. No further action required.	1.34	1.10
Disproportionate Representation - Specific Learning Disability - Hispanic/Latino	2.00	1.44	Yes	Target met. No further action required.	1.59	1.50
Disproportionate Representation - Emotional Disturbance - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Black/African American	2.00	1.36	Yes	Target met. No further action required.	1.22	1.35
Disproportionate Representation - Emotional Disturbance - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - White	2.00	1.20	Yes	Target met. No further action required.	1.24	1.06
Disproportionate Representation - Emotional Disturbance - 2 or more races	2.00	1.67	Yes	Target met. No further action required.	1.58	1.26

Disproportionate Representation - Emotional Disturbance - Hispanic/Latino	2.00	0.45	Yes	Target met. No further action required.	0.43	0.76
Disproportionate Representation - Speech or Language Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Asian	2.00	0.69	Yes	Target met. No further action required.	0.68	0.56
Disproportionate Representation - Speech or Language Impairments - Black/African American	2.00	0.78	Yes	Target met. No further action required.	0.79	0.73
Disproportionate Representation - Speech or Language Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - White	2.00	1.04	Yes	Target met. No further action required.	0.99	1.07
Disproportionate Representation - Speech or Language Impairments - 2 or more races	2.00	1.06	Yes	Target met. No further action required.	1.17	1.19
Disproportionate Representation - Speech or Language Impairments - Hispanic/Latino	2.00	1.14	Yes	Target met. No further action required.	1.20	1.10
Disproportionate Representation - Other Health Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - Asian	2.00	0.47	Yes	Target met. No further action required.	0.55	0.46
Disproportionate Representation - Other Health Impairments - Black/African American	2.00	1.53	Yes	Target met. No further action required.	1.59	1.22
Disproportionate Representation - Other Health Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - White	2.00	0.78	Yes	Target met. No further action required.	0.81	0.88
Disproportionate Representation - Other Health Impairments - 2 or more races	2.00	1.35	Yes	Target met. No further action required.	1.45	1.58
Disproportionate Representation - Other Health Impairments - Hispanic/Latino	2.00	1.23	Yes	Target met. No further action required.	1.04	1.03
Disproportionate Representation - Autism - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Autism - Asian	2.00	1.41	Yes	Target met. No further action required.	1.03	1.10

		Disproportionate Representation - Autism - Black/African American	2.00	1.27	Yes	Target met. No further action required.	1.41	1.19
		Disproportionate Representation - Autism - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - White	2.00	0.80	Yes	Target met. No further action required.	0.87	0.99
		Disproportionate Representation - Autism - 2 or more races	2.00	1.49	Yes	Target met. No further action required.	1.37	1.32
		Disproportionate Representation - Autism - Hispanic/Latino	2.00	0.86	Yes	Target met. No further action required.	0.85	0.67
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06		100.00%	99.46%	No	Target not met. An Improvement Plan is required.	99.62%	99.00%
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		100.00%	90.00%	No	Target not met. An Improvement Plan is required.	75.00%	100.00%
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)		100.00%	100.00%	Yes	Target met. No further action is required.	99.25%	99.81%
Correction of Noncompliance	Correction of Noncompliance MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Timely and Valid Data	Timely and Valid Data MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Number of Complaints Filed	Number of Complaints Filed MSDE/DEISES		0.00	5.00	No	No further action is required.	2.00	0.00
Number of Complaints Identified with Violations	Number of Complaints Identified with Violations MSDE/DEISES		0.00	2.00	No	Please work with Dispute Resolution staff to ensure any identified noncompliance is corrected as soon as possible but in no case later than one year from notification of findings.	1.00	-
Number of Due Process Hearings Filed	Number of Due Process Hearings Filed MSDE		0.00	7.00	No	No further action is required.	7.00	7.00
Number of Due Process Hearings Identified with Violations	Number of Due Process Hearings Identified with Violations MSDE		0.00	0.00	Yes	No further action is required.	0.00	0.00
Fiscal Accountability: Number of Findings Identified	Fiscal Accountability: Number of Findings Identified MSDE		0.00	0.00	Yes	No further action is required.	0.00	0.00
Percentage of Students Taking the Alternate Assessment: Reading	Percentage of Students Taking the Alternate Assessment: Reading MSDE		1.00%	0.69%	Yes	Target met. No further action is required.	0.80%	-
Percentage of Students Taking the Alternate Assessment: Math	Percentage of Students Taking the Alternate Assessment: Math MSDE		1.00%	0.72%	Yes	Target met. No further action is required.	0.90%	-
Percentage of Students Taking the Alternate Assessment: Science	Percentage of Students Taking the Alternate Assessment: Science MSDE		1.00%	0.79%	Yes	Target Met No further action is required.	1.10%	-

Number of SWD Restraints	Number of SWD Restraints MSDE	0.00	192.00	No	No further action is required.	298.00	-
Number of SWD Seclusions	Number of SWD Seclusions MSDE	0.00	0.00	Yes	No further action is required.	190.00	-
Significant Disproportionality	Number of Categories Identified for Significant Disproportionality 34 C.F.R. § 300.646	0.00	0.00	Yes	No action is required.	0.00	-

June 18, 2024

Dr. Jeffrey A. 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) 2022 determinations, Cecil County has achieved the determination status of **Meets Requirements**.

Attached please find supporting documents:

- *FFY 2022 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);
- *FFY 2022 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- *FFY 2022 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
- *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 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), Cecil County has been assigned the **Universal** tier for the delivery of the DEI/SES technical assistance model for results. Please see the *DEI/SES Differentiated Framework: Tiers of Supervision* for more information.

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

Sincerely,



Antoine Hickman, Ed.D.
Assistant State Superintendent
Division of Early Intervention and Special Education Services

Attachments

c: Dr. Carey Wright, State Superintendent of Schools
Dr. Deann Collins, Deputy State Superintendent
Rebecca Miller, Director for Special Education
MSDE DEI/SES Branch/Section Chiefs

Cecil County
Annual Data on Part B State Performance Plan (SPP) Priority Indicators
for the Period July 1, 2022 – June 30, 2023 (FFY 2022)

Part B Annual SPP Performance Report								
SPP/APR Indicators Results Indicator Compliance Indicator			FFY 2022 (SFY 2023)			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2021	FFY 2020
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data indicator) COMAR 13A.03.02.09 COMAR 13A.05.01.01		74.35%	82.99%	Yes	Target met. No further action is required.	83.05%	80.62%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020) COMAR 13A.08.01.07		13.00%	7.48%	Yes	Target met. No further action is required.	8.47%	2.35%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA. COMAR 13A.05.11.05	Participation – Reading – 4th Grade	95.00%	98.93%	Yes	Target met. No further action is required.	97.25%	-
		Participation – Reading – 8th Grade	95.00%	96.86%	Yes	Target met. No further action is required.	96.83%	-
		Participation – Reading – High School	95.00%	95.17%	Yes	Target met. No further action is required.	94.30%	-
		Participation – Math – 4th Grade	95.00%	99.47%	Yes	Target met. No further action is required.	97.25%	-
		Participation – Math – 8th Grade	95.00%	96.30%	Yes	Target met. No further action is required.	95.77%	-
		Participation – Math – High School	95.00%	94.16%	No	Target not met. An Improvement Plan is required.	93.48%	-
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	Proficiency Grade Level Standards – Reading – 4th Grade	11.00%	6.56%	No	Target not met. An Improvement Plan is required.	7.74%	4.32%
		Proficiency Grade Level Standards – Reading – 8th Grade	9.00%	11.18%	Yes	Target met. No further action is required.	7.51%	1.59%
		Proficiency Grade Level Standards – Reading – High School	17.50%	16.54%	No	Target not met. An Improvement Plan is required.	16.91%	4.90%
		Proficiency Grade Level Standards – Math – 4th Grade	14.00%	3.26%	No	Target not met. An Improvement Plan is required.	5.36%	2.15%
		Proficiency Grade Level Standards – Math – 8th Grade	2.50%	1.80%	No	Target not met. An Improvement Plan is required.	3.51%	2.46%

		Proficiency Grade Level Standards – Math – High School	10.50%	0.81%	No	Target not met. An Improvement Plan is required.	0.86%	2.80%
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	Alternate Academic Achievement Standards – Reading – 4th Grade	42.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	0.00%
		Alternate Academic Achievement Standards – Reading – 8th Grade	52.50%	6.67%	No	Target not met. An Improvement Plan is required.	20.00%	16.67%
		Alternate Academic Achievement Standards – Reading – High School	55.50%	40.00%	No	Target not met. An Improvement Plan is required.	38.46%	66.67%
		Alternate Academic Achievement Standards – Math – 4th Grade	27.50%	0.00%	No	Target not met. An Improvement Plan is required.	11.11%	0.00%
		Alternate Academic Achievement Standards – Math – 8th Grade	35.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	0.00%
		Alternate Academic Achievement Standards – Math – High School	55.50%	40.00%	No	Target not met. An Improvement Plan is required.	23.08%	100.00%
3D	Gap in Proficiency Rates COMAR 13A.05.11.05	Gap in Proficiency Rates – Reading – 4th Grade	16.50%	41.07%	No	Target not met. Improvement Plan is required.	35.45%	13.85%
		Gap in Proficiency Rates – Reading – 8th Grade	23.50%	40.06%	No	Target not met. Improvement Plan is required.	34.78%	25.38%
		Gap in Proficiency Rates – Reading – High School	47.50%	36.35%	Yes	Target met. No further action is required.	35.91%	65.77%
		Gap in Proficiency Rates – Math – 4th Grade	13.50%	26.22%	No	Target not met. Improvement Plan is required.	19.48%	15.90%
		Gap in Proficiency Rates – Math – 8th Grade	6.21%	18.26%	No	Target not met. Improvement Plan is required.	14.06%	3.20%
		Gap in Proficiency Rates – Math – High School	34.00%	29.08%	Yes	Target met. No further action is required.	28.20%	41.28%
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled COMAR 13A.08.03.03		2.00	0.07	Yes	Target met. No further action is required.	0.07	1.46
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10		71.25%	88.91%	Yes	Target met. No further action is required.	88.49%	88.35%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		11.50%	4.63%	Yes	Target met. No further action is required.	4.67%	5.06%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16		6.00%	2.53%	Yes	Target met. No further action is required.	2.85%	2.88%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		63.00%	80.82%	Yes	Target met. No further action is required.	77.78%	71.51%

6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		19.00%	0.00%	Yes	Target met. No further action required.	0.00%	0.00%
6C	Students aged 3-5 LRE: Home		0.32%	0.00%	Yes	Target met. No further action is required.	0.48%	1.12%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	SS1 – Social Emotional - Exits with substantial growth	71.00%	65.79%	No	Target not met. An Improvement Plan is required.	62.50%	72.22%
		SS2 – Social Emotional - Exits within age expectations	54.00%	43.53%	No	Target not met. An Improvement Plan is required.	47.76%	56.34%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	SS1 – Knowledge & Skills - Exits with substantial growth	73.50%	77.63%	Yes	Target met. No further action is required.	79.63%	83.08%
		SS2– Knowledge & Skills - Exits within age expectations	52.00%	49.41%	No	Target not met. An Improvement Plan is required.	55.22%	57.75%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	SS1 – Behavior to Meet Needs - Exits with substantial growth	72.50%	67.12%	No	Target not met. An Improvement Plan is required.	75.86%	75.47%
		SS2 – Behavior to Meet Needs - Exits within age expectations	60.50%	48.24%	No	Target not met. An Improvement Plan is required.	56.72%	61.97%
8A	Parent Survey - Preschool Age		85.50%	83.00%	No	Target not met. An Improvement Plan is required.	88.00%	64.00%
8A Response Rate	Parent Survey- Preschool Response Rate		18.00%	16.00%	No	Target not met. An Improvement Plan is required.	12.00%	10.00%
8B	Parent Survey - School Age		73.00%	69.00%	No	Target not met. An Improvement Plan is required.	68.00%	66.00%
8B Response Rate	Parent Survey - School Age Response Rate		9.00%	5.00%	No	Target not met. An Improvement Plan is required.	6.00%	7.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	Higher Education	25.50%	14.77%	No	Target not met. An Improvement Plan is required.	-	13.08%
		Higher Education or Employed	58.00%	57.72%	No	Target not met. An Improvement Plan is required.	70.34%	61.54%
		Higher Ed, Training, or Employed	58.00%	59.06%	Yes	Target met. No further action is required.	71.19%	61.54%
4B	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity COMAR 13A.08.01.21	Discrepancy - Black/African American	2.00	0.97	Yes	Target met. No further action is required.	-	-
		Discrepancy - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action is required.	-	-

		Discrepancy - Two or more races	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - White	2.00	0.90	Yes	Target met. No further action is required.	-	-
9	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action is required.	0.95	0.00
		Disproportionate Representation - Asian	2.00	0.48	Yes	Target met. No further action is required.	0.41	0.40
		Disproportionate Representation - Black/African American	2.00	1.16	Yes	Target met. No further action is required.	1.09	1.19
		Disproportionate Representation - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action is required.	0.00	1.46
		Disproportionate Representation - White	2.00	1.07	Yes	Target met. No further action is required.	1.06	1.02
		Disproportionate Representation - 2 or more races	2.00	0.83	Yes	Target met. No further action is required.	0.88	0.91
		Disproportionate Representation - Hispanic/Latino	2.00	0.86	Yes	Target met. No further action is required.	0.90	0.85
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - Intellectual Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Black/African American	2.00	2.01	No	Target not met. An Improvement Plan is required.	1.56	2.14
		Disproportionate Representation - Intellectual Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - White	2.00	0.66	Yes	Target met. No further action required.	0.82	0.74
		Disproportionate Representation - Intellectual Disability - 2 or more races	2.00	0.61	Yes	Target met. No further action required.	0.00	0.75
		Disproportionate Representation - Intellectual Disability - Hispanic/Latino	2.00	1.30	Yes	Target met. No further action required.	1.12	0.71
		Disproportionate Representation - Specific Learning Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Specific Learning Disability - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Specific Learning Disability - Black/African American	2.00	1.14	Yes	Target met. No further action required.	0.99	1.22

Disproportionate Representation - Specific Learning Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - White	2.00	1.03	Yes	Target met. No further action required.	1.02	0.97
Disproportionate Representation - Specific Learning Disability - 2 or more races	2.00	0.82	Yes	Target met. No further action required.	0.91	0.83
Disproportionate Representation - Specific Learning Disability - Hispanic/Latino	2.00	0.97	Yes	Target met. No further action required.	1.10	1.02
Disproportionate Representation - Emotional Disturbance - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Black/African American	2.00	0.72	Yes	Target met. No further action required.	0.91	1.25
Disproportionate Representation - Emotional Disturbance - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - White	2.00	0.91	Yes	Target met. No further action required.	1.09	0.97
Disproportionate Representation - Emotional Disturbance - 2 or more races	2.00	2.45	No	Target not met. An Improvement Plan is required.	2.28	2.40
Disproportionate Representation - Emotional Disturbance - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Black/African American	2.00	0.89	Yes	Target met. No further action required.	0.90	0.77
Disproportionate Representation - Speech or Language Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - White	2.00	1.46	Yes	Target met. No further action required.	1.30	1.32
Disproportionate Representation - Speech or Language Impairments - 2 or more races	2.00	0.71	Yes	Target met. No further action required.	0.80	0.80
Disproportionate Representation - Speech or Language Impairments - Hispanic/Latino	2.00	0.56	Yes	Target met. No further action required.	0.69	0.84

		Disproportionate Representation - Other Health Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Other Health Impairments - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Other Health Impairments - Black/African American	2.00	1.21	Yes	Target met. No further action required.	1.20	1.29
		Disproportionate Representation - Other Health Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Other Health Impairments - White	2.00	1.24	Yes	Target met. No further action required.	1.15	1.11
		Disproportionate Representation - Other Health Impairments - 2 or more races	2.00	0.53	Yes	Target met. No further action required.	0.71	0.83
		Disproportionate Representation - Other Health Impairments - Hispanic/Latino	2.00	0.80	Yes	Target met. No further action required.	0.78	0.66
		Disproportionate Representation - Autism - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - Black/African American	2.00	1.47	Yes	Target met. No further action required.	1.24	1.25
		Disproportionate Representation - Autism - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - White	2.00	0.69	Yes	Target met. No further action required.	0.75	0.79
		Disproportionate Representation - Autism - 2 or more races	2.00	1.39	Yes	Target met. No further action required.	1.53	1.40
		Disproportionate Representation - Autism - Hispanic/Latino	2.00	1.20	Yes	Target met. No further action required.	1.08	1.09
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100.00%	99.27%	No	Target not met. An Improvement Plan is required.	99.41%	96.18%	
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	100.00%	96.00%	No	Target not met. An Improvement Plan is required.	100.00%	100.00%	
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)	100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%	
Correction of Noncompliance	Correction of Noncompliance MSDE	100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%	
Timely and Valid Data	Timely and Valid Data MSDE	100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%	

Number of Complaints Filed	Number of Complaints Filed MSDE/DEISES	0.00	2.00	No	No further action is required.	1.00	1.00
Number of Complaints Identified with Violations	Number of Complaints Identified with Violations MSDE/DEISES	0.00	0.00	Yes	No further action is required.	1.00	-
Number of Due Process Hearings Filed	Number of Due Process Hearings Filed MSDE	0.00	1.00	No	No further action is required.	1.00	0.00
Number of Due Process Hearings Identified with Violations	Number of Due Process Hearings Identified with Violations MSDE	0.00	0.00	Yes	No further action is required.	0.00	0.00
Fiscal Accountability: Number of Findings Identified	Fiscal Accountability: Number of Findings Identified MSDE	0.00	0.00	Yes	No further action is required.	0.00	0.00
Percentage of Students Taking the Alternate Assessment: Reading	Percentage of Students Taking the Alternate Assessment: Reading MSDE	1.00%	0.65%	Yes	Target met. No further action is required.	0.80%	-
Percentage of Students Taking the Alternate Assessment: Math	Percentage of Students Taking the Alternate Assessment: Math MSDE	1.00%	0.66%	Yes	Target met. No further action is required.	0.80%	-
Percentage of Students Taking the Alternate Assessment: Science	Percentage of Students Taking the Alternate Assessment: Science MSDE	1.00%	1.01%	No	Target not met. An Improvement Plan is required.	1.30%	-
Number of SWD Restraints	Number of SWD Restraints MSDE	0.00	88.00	No	No further action is required.	47.00	-
Number of SWD Seclusions	Number of SWD Seclusions MSDE	0.00	0.00	Yes	No further action is required.	49.00	-
Significant Disproportionality	Number of Categories Identified for Significant Disproportionality 34 C.F.R. § 300.646	0.00	2.00	No	A Comprehensive Coordinated Early Intervening Services (CCEIS) Plan is required.	1.00	-

June 18, 2024

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) 2022 determinations, Charles County has achieved the determination status of **Meets Requirements**.

Attached please find supporting documents:

- *FFY 2022 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);
- *FFY 2022 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- *FFY 2022 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
- *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 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), Charles County has been assigned the **Universal** tier for the delivery of the DEI/SES technical assistance model for results. Please see the *DEI/SES Differentiated Framework: Tiers of Supervision* for more information.

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

Sincerely,



Antoine Hickman, Ed.D.
Assistant State Superintendent
Division of Early Intervention and Special Education Services

Attachments

c: Dr. Carey Wright, State Superintendent of Schools
Dr. Deann Collins, Deputy State Superintendent
Dr. Tia McKinnon, Director of Special Education
MSDE DEI/SES Branch/Section Chiefs

Charles County
Annual Data on Part B State Performance Plan (SPP) Priority Indicators
for the Period July 1, 2022 – June 30, 2023 (FFY 2022)

Part B Annual SPP Performance Report								
SPP/APR Indicators ■ Results Indicator ■ Compliance Indicator			FFY 2022 (SFY 2023)			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2021	FFY 2020
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data indicator) COMAR 13A.03.02.09 COMAR 13A.05.01.01		74.35%	78.22%	Yes	Target met. No further action is required.	84.02%	85.57%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020) COMAR 13A.08.01.07		13.00%	8.42%	Yes	Target met. No further action is required.	5.67%	1.18%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA. COMAR 13A.05.11.05	Participation – Reading – 4th Grade	95.00%	99.51%	Yes	Target met. No further action is required.	99.49%	-
		Participation – Reading – 8th Grade	95.00%	99.07%	Yes	Target met. No further action is required.	97.74%	-
		Participation – Reading – High School	95.00%	98.73%	Yes	Target met. No further action is required.	97.58%	-
		Participation – Math – 4th Grade	95.00%	99.51%	Yes	Target met. No further action is required.	99.49%	-
		Participation – Math – 8th Grade	95.00%	98.11%	Yes	Target met. No further action is required.	95.48%	-
		Participation – Math – High School	95.00%	96.49%	Yes	Target met. No further action is required.	91.84%	-
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	Proficiency Grade Level Standards – Reading – 4th Grade	11.00%	3.63%	No	Target not met. An Improvement Plan is required.	5.41%	2.41%
		Proficiency Grade Level Standards – Reading – 8th Grade	9.00%	6.47%	No	Target not met. An Improvement Plan is required.	4.55%	2.31%
		Proficiency Grade Level Standards – Reading – High School	17.50%	8.33%	No	Target not met. An Improvement Plan is required.	15.11%	9.27%
		Proficiency Grade Level Standards – Math – 4th Grade	14.00%	3.11%	No	Target not met. An Improvement Plan is required.	2.16%	2.42%
		Proficiency Grade Level Standards – Math – 8th Grade	2.50%	3.57%	Yes	Target met. No further action is required.	1.04%	0.00%
		Proficiency Grade Level Standards – Math – High School	10.50%	0.00%	No	Target not met. An Improvement Plan is required.	4.35%	3.92%
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	Alternate Academic Achievement Standards – Reading – 4th Grade	42.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	29.41%
		Alternate Academic Achievement Standards – Reading – 8th Grade	52.50%	16.67%	No	Target not met. An Improvement Plan is required.	5.56%	-
		Alternate Academic Achievement Standards – Reading – High School	55.50%	4.35%	No	Target not met. An Improvement Plan is required.	4.55%	-

		Alternate Academic Achievement Standards – Math – 4th Grade	27.50%	0.00%	No	Target not met. An Improvement Plan is required.	9.09%	23.53%
		Alternate Academic Achievement Standards – Math – 8th Grade	35.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	-
		Alternate Academic Achievement Standards – Math – High School	55.50%	4.35%	No	Target not met. An Improvement Plan is required.	4.55%	-
3D	Gap in Proficiency Rates COMAR 13A.05.11.05	Gap in Proficiency Rates – Reading – 4th Grade	16.50%	36.68%	No	Target not met. Improvement Plan is required.	33.40%	15.13%
		Gap in Proficiency Rates – Reading – 8th Grade	23.50%	34.12%	No	Target not met. Improvement Plan is required.	33.34%	20.15%
		Gap in Proficiency Rates – Reading – High School	47.50%	38.46%	Yes	Target met. No further action is required.	31.88%	49.41%
		Gap in Proficiency Rates – Math – 4th Grade	13.50%	20.11%	No	Target not met. Improvement Plan is required.	17.35%	0.00%
		Gap in Proficiency Rates – Math – 8th Grade	6.21%	12.94%	No	Target not met. Improvement Plan is required.	12.99%	3.07%
		Gap in Proficiency Rates – Math – High School	34.00%	30.57%	Yes	Target met. No further action is required.	26.69%	30.80%
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled COMAR 13A.08.03.03		2.00	0.29	Yes	Target met. No further action is required.	0.29	-
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10		71.25%	62.47%	No	Target not met. An Improvement Plan is required.	64.25%	60.72%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		11.50%	16.25%	No	Target not met. An Improvement Plan is required.	17.09%	18.84%
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		6.00%	1.91%	Yes	Target met. No further action is required.	1.87%	2.32%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		63.00%	76.97%	Yes	Target met. No further action is required.	79.72%	84.38%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		19.00%	0.00%	Yes	Target met. No further action required.	0.00%	0.31%
6C	Students aged 3-5 LRE: Home		0.32%	0.00%	Yes	Target met. No further action is required.	0.00%	0.00%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	SS1 – Social Emotional - Exits with substantial growth	71.00%	72.15%	Yes	Target met. No further action is required.	77.78%	76.00%
		SS2 – Social Emotional - Exits within age expectations	54.00%	32.18%	No	Target not met. An Improvement Plan is required.	37.68%	33.77%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	SS1 – Knowledge & Skills - Exits with substantial growth	73.50%	78.48%	Yes	Target met. No further action is required.	73.85%	76.71%
		SS2– Knowledge & Skills - Exits within age expectations	52.00%	39.08%	No	Target not met. An Improvement Plan is required.	42.03%	36.36%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	SS1 – Behavior to Meet Needs - Exits with substantial growth	72.50%	66.67%	No	Target not met. An Improvement Plan is required.	72.13%	79.17%
		SS2 – Behavior to Meet Needs - Exits within age expectations	60.50%	48.28%	No	Target not met. An Improvement Plan is required.	36.23%	46.75%

8A	Parent Survey - Preschool Age		85.50%	73.00%	No	Target not met. An Improvement Plan is required.	47.00%	77.00%
8A Response Rate	Parent Survey- Preschool Response Rate		18.00%	9.00%	No	Target not met. An Improvement Plan is required.	7.00%	11.00%
8B	Parent Survey - School Age		73.00%	54.00%	No	Target not met. An Improvement Plan is required.	75.00%	67.00%
8B Response Rate	Parent Survey - School Age Response Rate		9.00%	6.00%	No	Target not met. An Improvement Plan is required.	6.00%	8.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	Higher Education	25.50%	23.65%	No	Target not met. An Improvement Plan is required.	23.71%	28.08%
		Higher Education or Employed	58.00%	55.17%	No	Target not met. An Improvement Plan is required.	60.31%	54.19%
		Higher Ed, Training, or Employed	58.00%	58.13%	Yes	Target met. No further action is required.	61.34%	55.67%
4B	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity COMAR 13A.08.01.21	Discrepancy - Black/African American	2.00	1.42	Yes	Target met. No further action is required.	-	-
		Discrepancy - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - Two or more races	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - White	2.00	0.00	Yes	Target met. No further action is required.	-	-
9	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - American Indian/Alaska Native	2.00	0.51	Yes	Target met. No further action is required.	0.97	1.42
		Disproportionate Representation - Asian	2.00	0.62	Yes	Target met. No further action is required.	0.63	0.58
		Disproportionate Representation - Black/African American	2.00	1.28	Yes	Target met. No further action is required.	1.22	1.26
		Disproportionate Representation - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action is required.	0.00	0.00
		Disproportionate Representation - White	2.00	1.01	Yes	Target met. No further action is required.	1.03	1.01
		Disproportionate Representation - 2 or more races	2.00	0.79	Yes	Target met. No further action is required.	0.84	0.81
		Disproportionate Representation - Hispanic/Latino	2.00	0.73	Yes	Target met. No further action is required.	0.73	0.68
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - Intellectual Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Asian	2.00	0.00	Yes	Target met. No further action required.	1.28	1.15
		Disproportionate Representation - Intellectual Disability - Black/African American	2.00	1.19	Yes	Target met. No further action required.	1.07	1.04
		Disproportionate Representation - Intellectual Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00

Disproportionate Representation - Intellectual Disability - White	2.00	1.29	Yes	Target met. No further action required.	1.37	1.33
Disproportionate Representation - Intellectual Disability - 2 or more races	2.00	0.45	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Intellectual Disability - Hispanic/Latino	2.00	0.74	Yes	Target met. No further action required.	0.86	0.95
Disproportionate Representation - Specific Learning Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - Asian	2.00	0.21	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - Black/African American	2.00	1.59	Yes	Target met. No further action required.	1.54	1.59
Disproportionate Representation - Specific Learning Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - White	2.00	0.69	Yes	Target met. No further action required.	0.62	0.61
Disproportionate Representation - Specific Learning Disability - 2 or more races	2.00	0.86	Yes	Target met. No further action required.	0.98	0.96
Disproportionate Representation - Specific Learning Disability - Hispanic/Latino	2.00	0.80	Yes	Target met. No further action required.	0.92	0.89
Disproportionate Representation - Emotional Disturbance - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Black/African American	2.00	1.27	Yes	Target met. No further action required.	1.13	1.29
Disproportionate Representation - Emotional Disturbance - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - White	2.00	1.63	Yes	Target met. No further action required.	1.73	1.44
Disproportionate Representation - Emotional Disturbance - 2 or more races	2.00	0.71	Yes	Target met. No further action required.	0.59	0.61

Disproportionate Representation - Emotional Disturbance - Hispanic/Latino	2.00	0.27	Yes	Target met. No further action required.	0.33	0.29
Disproportionate Representation - Speech or Language Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Asian	2.00	0.62	Yes	Target met. No further action required.	0.58	0.54
Disproportionate Representation - Speech or Language Impairments - Black/African American	2.00	0.85	Yes	Target met. No further action required.	0.90	0.91
Disproportionate Representation - Speech or Language Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - White	2.00	1.68	Yes	Target met. No further action required.	1.50	1.54
Disproportionate Representation - Speech or Language Impairments - 2 or more races	2.00	1.03	Yes	Target met. No further action required.	1.06	1.03
Disproportionate Representation - Speech or Language Impairments - Hispanic/Latino	2.00	0.69	Yes	Target met. No further action required.	0.68	0.54
Disproportionate Representation - Other Health Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.27
Disproportionate Representation - Other Health Impairments - Black/African American	2.00	1.28	Yes	Target met. No further action required.	1.19	1.23
Disproportionate Representation - Other Health Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - White	2.00	1.19	Yes	Target met. No further action required.	1.34	1.24
Disproportionate Representation - Other Health Impairments - 2 or more races	2.00	0.91	Yes	Target met. No further action required.	1.02	0.90
Disproportionate Representation - Other Health Impairments - Hispanic/Latino	2.00	0.54	Yes	Target met. No further action required.	0.41	0.41
Disproportionate Representation - Autism - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Autism - Asian	2.00	1.26	Yes	Target met. No further action required.	1.42	1.17

		Disproportionate Representation - Autism - Black/African American	2.00	1.43	Yes	Target met. No further action required.	1.42	1.55
		Disproportionate Representation - Autism - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - White	2.00	0.77	Yes	Target met. No further action required.	0.83	0.70
		Disproportionate Representation - Autism - 2 or more races	2.00	0.66	Yes	Target met. No further action required.	0.73	0.79
		Disproportionate Representation - Autism - Hispanic/Latino	2.00	0.77	Yes	Target met. No further action required.	0.60	0.63
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06		100.00%	99.21%	No	Target not met. An Improvement Plan is required.	98.35%	98.53%
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		100.00%	97.10%	No	Target not met. An Improvement Plan is required.	95.89%	100.00%
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)		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Correction of Noncompliance	Correction of Noncompliance MSDE		100.00%	0.00%	No	Untimely complaint correction. An Improvement Plan is required.	0.00%	100.00%
Timely and Valid Data	Timely and Valid Data MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Number of Complaints Filed	Number of Complaints Filed MSDE/DEISES		0.00	10.00	No	No further action is required.	12.00	8.00
Number of Complaints Identified with Violations	Number of Complaints Identified with Violations MSDE/DEISES		0.00	8.00	No	Please work with Dispute Resolution staff to ensure any identified noncompliance is corrected as soon as possible but in no case later than one year from notification of findings.	10.00	6.00
Number of Due Process Hearings Filed	Number of Due Process Hearings Filed MSDE		0.00	2.00	No	No further action is required.	2.00	1.00
Number of Due Process Hearings Identified with Violations	Number of Due Process Hearings Identified with Violations MSDE		0.00	0.00	Yes	No further action is required.	0.00	0.00
Fiscal Accountability: Number of Findings Identified	Fiscal Accountability: Number of Findings Identified MSDE		0.00	0.00	Yes	No further action is required.	0.00	0.00
Percentage of Students Taking the Alternate Assessment: Reading	Percentage of Students Taking the Alternate Assessment: Reading MSDE		1.00%	0.70%	Yes	Target met. No further action is required.	0.80%	-
Percentage of Students Taking the Alternate Assessment: Math	Percentage of Students Taking the Alternate Assessment: Math MSDE		1.00%	0.75%	Yes	Target met. No further action is required.	0.80%	-
Percentage of Students Taking the Alternate Assessment: Science	Percentage of Students Taking the Alternate Assessment: Science MSDE		1.00%	0.79%	Yes	Target Met No further action is required.	1.00%	-

Number of SWD Restraints	Number of SWD Restraints MSDE	0.00	114.00	No	No further action is required.	197.00	-
Number of SWD Seclusions	Number of SWD Seclusions MSDE	0.00	0.00	Yes	No further action is required.	232.00	-
Significant Disproportionality	Number of Categories Identified for Significant Disproportionality 34 C.F.R. § 300.646	0.00	0.00	Yes	No action is required.	0.00	-

June 18, 2024

Dr. Jymil Thompson
Interim Superintendent
Dorchester County Public Schools
700 Glasgow Street
Cambridge, MD 21613

Dear Dr. Thompson:

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) 2022 determinations, Dorchester County has achieved the determination status of **Meets Requirements**.

Attached please find supporting documents:

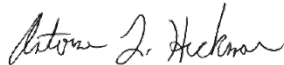
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Each LEA is strongly encouraged to work closely with their local Special Education Citizens Advisory Committee (SECAC) and Family Support Center to analyze local data and infrastructure for the implementation of specially designed instruction. The 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 excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of Dorchester County to improve results for children and youth with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,



Antoine Hickman, Ed.D.
Assistant State Superintendent
Division of Early Intervention and Special Education Services

Attachments

c: Dr. Carey Wright, State Superintendent of Schools
Dr. Deann Collins, Deputy State Superintendent
Kim Waller, Supervisor of Special Education
MSDE DEI/SES Branch/Section Chief

Dorchester County
Annual Data on Part B State Performance Plan (SPP) Priority Indicators
for the Period July 1, 2022 – June 30, 2023 (FFY 2022)

Part B Annual SPP Performance Report								
SPP/APR Indicators ■ Results Indicator ■ Compliance Indicator			FFY 2022 (SFY 2023)			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2021	FFY 2020
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data indicator) COMAR 13A.03.02.09 COMAR 13A.05.01.01		74.35%	66.67%	No	Target not met. An Improvement Plan is required.	73.33%	67.74%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020) COMAR 13A.08.01.07		13.00%	15.38%	No	Target not met. An Improvement Plan is required.	10.00%	5.77%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA. COMAR 13A.05.11.05	Participation – Reading – 4th Grade	95.00%	93.75%	No	Target not met. An Improvement Plan is required.	100.00%	-
		Participation – Reading – 8th Grade	95.00%	100.00%	Yes	Target met. No further action is required.	90.00%	-
		Participation – Reading – High School	95.00%	95.65%	Yes	Target met. No further action is required.	93.75%	-
		Participation – Math – 4th Grade	95.00%	93.75%	No	Target not met. An Improvement Plan is required.	100.00%	-
		Participation – Math – 8th Grade	95.00%	100.00%	Yes	Target met. No further action is required.	93.33%	-
		Participation – Math – High School	95.00%	92.86%	No	Target not met. An Improvement Plan is required.	87.50%	-
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	Proficiency Grade Level Standards – Reading – 4th Grade	11.00%	6.90%	No	Target not met. An Improvement Plan is required.	3.85%	12.12%
		Proficiency Grade Level Standards – Reading – 8th Grade	9.00%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	0.00%
		Proficiency Grade Level Standards – Reading – High School	17.50%	13.33%	No	Target not met. An Improvement Plan is required.	9.09%	12.00%
		Proficiency Grade Level Standards – Math – 4th Grade	14.00%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	9.68%
		Proficiency Grade Level Standards – Math – 8th Grade	2.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	0.00%
		Proficiency Grade Level Standards – Math – High School	10.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	4.00%
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	Alternate Academic Achievement Standards – Reading – 4th Grade	42.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	-
		Alternate Academic Achievement Standards – Reading – 8th Grade	52.50%	33.33%	No	Target not met. An Improvement Plan is required.	50.00%	-
		Alternate Academic Achievement Standards – Reading – High School	55.50%	42.86%	No	Target not met. An Improvement Plan is required.	0.00%	75.00%

		Alternate Academic Achievement Standards – Math – 4th Grade	27.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	-
		Alternate Academic Achievement Standards – Math – 8th Grade	35.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	-
		Alternate Academic Achievement Standards – Math – High School	55.50%	57.14%	Yes	Target met. No further action is required.	0.00%	100.00%
3D	Gap in Proficiency Rates COMAR 13A.05.11.05	Gap in Proficiency Rates – Reading – 4th Grade	16.50%	27.60%	No	Target not met. Improvement Plan is required.	26.82%	6.79%
		Gap in Proficiency Rates – Reading – 8th Grade	23.50%	28.57%	No	Target not met. Improvement Plan is required.	31.10%	15.64%
		Gap in Proficiency Rates – Reading – High School	47.50%	30.81%	Yes	Target met. No further action is required.	33.89%	42.55%
		Gap in Proficiency Rates – Math – 4th Grade	13.50%	15.70%	No	Target not met. Improvement Plan is required.	15.58%	-1.61%
		Gap in Proficiency Rates – Math – 8th Grade	6.21%	11.82%	No	Target not met. Improvement Plan is required.	8.55%	4.14%
		Gap in Proficiency Rates – Math – High School	34.00%	11.35%	Yes	Target met. No further action is required.	13.29%	33.07%
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled COMAR 13A.08.03.03		2.00	0.05	Yes	Target met. No further action is required.	0.05	-
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10		71.25%	79.95%	Yes	Target met. No further action is required.	80.98%	79.46%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		11.50%	6.78%	Yes	Target met. No further action is required.	5.61%	5.45%
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		6.00%	2.98%	Yes	Target met. No further action is required.	3.41%	1.98%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		63.00%	86.49%	Yes	Target met. No further action is required.	93.55%	51.85%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		19.00%	0.00%	Yes	Target met. No further action required.	0.00%	0.00%
6C	Students aged 3-5 LRE: Home		0.32%	0.00%	Yes	Target met. No further action is required.	0.00%	0.00%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	SS1 – Social Emotional - Exits with substantial growth	71.00%	70.00%	No	Target not met. An Improvement Plan is required.	71.43%	70.00%
		SS2 – Social Emotional - Exits within age expectations	54.00%	46.67%	No	Target not met. An Improvement Plan is required.	70.00%	60.00%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	SS1 – Knowledge & Skills - Exits with substantial growth	73.50%	76.92%	Yes	Target met. No further action is required.	73.33%	50.00%
		SS2– Knowledge & Skills - Exits within age expectations	52.00%	40.00%	No	Target not met. An Improvement Plan is required.	70.00%	46.67%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	SS1 – Behavior to Meet Needs - Exits with substantial growth	72.50%	76.92%	Yes	Target met. No further action is required.	75.00%	55.56%
		SS2 – Behavior to Meet Needs - Exits within age expectations	60.50%	40.00%	No	Target not met. An Improvement Plan is required.	70.00%	53.33%
8A	Parent Survey - Preschool Age		85.50%	-	NA		-	-

8A Response Rate	Parent Survey- Preschool Response Rate		18.00%	29.00%	Yes	Target met. No action is required.	18.00%	17.00%
8B	Parent Survey - School Age		73.00%	76.00%	Yes	Target met. No action is required.	65.00%	60.00%
8B Response Rate	Parent Survey - School Age Response Rate		9.00%	15.00%	Yes	Target met. No action is required.	6.00%	25.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	Higher Education	25.50%	-	NA		-	-
		Higher Education or Employed	58.00%	41.03%	No	Target not met. An Improvement Plan is required.	63.33%	38.71%
		Higher Ed, Training, or Employed	58.00%	41.03%	No	Target not met. An Improvement Plan is required.	63.33%	41.94%
4B	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity COMAR 13A.08.01.21	Discrepancy - Black/African American	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - Two or more races	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - White	2.00	0.00	Yes	Target met. No further action is required.	-	-
9	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action is required.	0.00	0.00
		Disproportionate Representation - Asian	2.00	0.00	Yes	Target met. No further action is required.	0.00	0.00
		Disproportionate Representation - Black/African American	2.00	1.01	Yes	Target met. No further action is required.	1.03	1.03
		Disproportionate Representation - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action is required.	0.00	0.00
		Disproportionate Representation - White	2.00	1.10	Yes	Target met. No further action is required.	1.06	1.06
		Disproportionate Representation - 2 or more races	2.00	0.80	Yes	Target met. No further action is required.	0.94	1.02
		Disproportionate Representation - Hispanic/Latino	2.00	0.91	Yes	Target met. No further action is required.	0.84	0.84
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - Intellectual Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Black/African American	2.00	3.01	No	Target not met. An Improvement Plan is required.	3.15	2.81
		Disproportionate Representation - Intellectual Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - White	2.00	0.39	Yes	Target met. No further action required.	0.45	0.50

Disproportionate Representation - Intellectual Disability - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Intellectual Disability - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - Black/African American	2.00	0.88	Yes	Target met. No further action required.	0.98	0.87
Disproportionate Representation - Specific Learning Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - White	2.00	1.47	Yes	Target met. No further action required.	1.30	1.23
Disproportionate Representation - Specific Learning Disability - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	0.00	1.31
Disproportionate Representation - Specific Learning Disability - Hispanic/Latino	2.00	0.99	Yes	Target met. No further action required.	0.78	0.75
Disproportionate Representation - Emotional Disturbance - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Black/African American	2.00	0.78	Yes	Target met. No further action required.	0.58	0.57
Disproportionate Representation - Emotional Disturbance - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - White	2.00	0.81	Yes	Target met. No further action required.	1.40	1.37
Disproportionate Representation - Emotional Disturbance - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00

Disproportionate Representation - Speech or Language Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Black/African American	2.00	0.88	Yes	Target met. No further action required.	0.99	0.95
Disproportionate Representation - Speech or Language Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - White	2.00	1.48	Yes	Target met. No further action required.	1.14	0.99
Disproportionate Representation - Speech or Language Impairments - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	1.05	1.61
Disproportionate Representation - Speech or Language Impairments - Hispanic/Latino	2.00	0.63	Yes	Target met. No further action required.	0.76	0.94
Disproportionate Representation - Other Health Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - Black/African American	2.00	0.78	Yes	Target met. No further action required.	0.96	1.35
Disproportionate Representation - Other Health Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - White	2.00	1.28	Yes	Target met. No further action required.	1.13	1.04
Disproportionate Representation - Other Health Impairments - 2 or more races	2.00	1.65	Yes	Target met. No further action required.	1.42	0.00
Disproportionate Representation - Other Health Impairments - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Autism - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Autism - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Autism - Black/African American	2.00	0.97	Yes	Target met. No further action required.	0.73	0.72

		Disproportionate Representation - Autism - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - White	2.00	0.93	Yes	Target met. No further action required.	1.21	1.28
		Disproportionate Representation - Autism - 2 or more races	2.00	0.71	Yes	Target met. No further action required.	0.75	0.00
		Disproportionate Representation - Autism - Hispanic/Latino	2.00	1.43	Yes	Target met. No further action required.	1.50	1.61
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06		100.00%	98.48%	No	Target not met. An Improvement Plan is required.	100.00%	100.00%
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		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	-
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)		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Correction of Noncompliance	Correction of Noncompliance MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Timely and Valid Data	Timely and Valid Data MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Number of Complaints Filed	Number of Complaints Filed MSDE/DEISES		0.00	1.00	No	No further action is required.	1.00	0.00
Number of Complaints Identified with Violations	Number of Complaints Identified with Violations MSDE/DEISES		0.00	1.00	No	Please work with Dispute Resolution staff to ensure any identified noncompliance is corrected as soon as possible but in no case later than one year from notification of findings.	1.00	-
Number of Due Process Hearings Filed	Number of Due Process Hearings Filed MSDE		0.00	0.00	Yes	No further action is required.	0.00	0.00
Number of Due Process Hearings Identified with Violations	Number of Due Process Hearings Identified with Violations MSDE		0.00	0.00	Yes	No further action is required.	0.00	0.00
Fiscal Accountability: Number of Findings Identified	Fiscal Accountability: Number of Findings Identified MSDE		0.00	0.00	Yes	No further action is required.	0.00	2.00
Percentage of Students Taking the Alternate Assessment: Reading	Percentage of Students Taking the Alternate Assessment: Reading MSDE		1.00%	1.04%	No	Target not met. An Improvement plan is required.	1.00%	-
Percentage of Students Taking the Alternate Assessment: Math	Percentage of Students Taking the Alternate Assessment: Math MSDE		1.00%	1.07%	No	Target not met. An Improvement Plan is required.	1.00%	-
Percentage of Students Taking the Alternate Assessment: Science	Percentage of Students Taking the Alternate Assessment: Science MSDE		1.00%	1.78%	No	Target not met. An Improvement Plan is required.	1.60%	-
Number of SWD Restraints	Number of SWD Restraints MSDE		0.00	36.00	No	No further action is required.	26.00	-
Number of SWD Seclusions	Number of SWD Seclusions MSDE		0.00	0.00	Yes	No further action is required.	0.00	-

Significant Disproportionality	Number of Categories Identified for Significant Disproportionality 34 C.F.R. § 300.646	0.00	2.00	No	A Comprehensive Coordinated Early Intervening Services (CCEIS) Plan is required.	1.00	-
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June 18, 2024

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) 2022 determinations, Frederick County has achieved the determination status of **Needs Intervention - Year 1**.

Attached please find supporting documents:

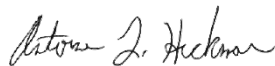
- *FFY 2022 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
- *FFY 2022 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- *FFY 2022 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
- *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 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), Frederick County has been assigned the **Targeted** tier for the delivery of the DEI/SES technical assistance model for results. Please see the *DEI/SES Differentiated Framework: Tiers of Supervision* for more information.

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

Sincerely,



Antoine Hickman, Ed.D.
Assistant State Superintendent
Division of Early Intervention and Special Education Services

Attachments

c: Dr. Carey Wright, State Superintendent of Schools
Dr. Deann Collins, Deputy State Superintendent
Troy Keller, Director of Special Education
Katie Buckley, Director of Special Education Instruction
MSDE DEI/SES Branch/Section Chiefs

Frederick County
Annual Data on Part B State Performance Plan (SPP) Priority Indicators
for the Period July 1, 2022 – June 30, 2023 (FFY 2022)

Part B Annual SPP Performance Report								
SPP/APR Indicators ■ Results Indicator ■ Compliance Indicator			FFY 2022 (SFY 2023)			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2021	FFY 2020
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data indicator) COMAR 13A.03.02.09 COMAR 13A.05.01.01		74.35%	80.14%	Yes	Target met. No further action is required.	85.76%	81.29%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020) COMAR 13A.08.01.07		13.00%	10.62%	Yes	Target met. No further action is required.	6.44%	0.23%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA. COMAR 13A.05.11.05	Participation – Reading – 4th Grade	95.00%	99.27%	Yes	Target met. No further action is required.	99.15%	-
		Participation – Reading – 8th Grade	95.00%	96.80%	Yes	Target met. No further action is required.	97.57%	-
		Participation – Reading – High School	95.00%	96.57%	Yes	Target met. No further action is required.	97.54%	-
		Participation – Math – 4th Grade	95.00%	99.51%	Yes	Target met. No further action is required.	99.72%	-
		Participation – Math – 8th Grade	95.00%	96.31%	Yes	Target met. No further action is required.	97.84%	-
		Participation – Math – High School	95.00%	96.30%	Yes	Target met. No further action is required.	98.01%	-
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	Proficiency Grade Level Standards – Reading – 4th Grade	11.00%	16.05%	Yes	Target met. No further action is required.	17.76%	9.77%
		Proficiency Grade Level Standards – Reading – 8th Grade	9.00%	15.77%	Yes	Target met. No further action is required.	8.44%	6.27%
		Proficiency Grade Level Standards – Reading – High School	17.50%	25.09%	Yes	Target met. No further action is required.	25.83%	26.34%
		Proficiency Grade Level Standards – Math – 4th Grade	14.00%	14.47%	Yes	Target met. No further action is required.	13.00%	9.88%
		Proficiency Grade Level Standards – Math – 8th Grade	2.50%	6.80%	Yes	Target met. No further action is required.	4.67%	3.56%
		Proficiency Grade Level Standards – Math – High School	10.50%	8.37%	No	Target not met. An Improvement Plan is required.	7.23%	27.41%
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	Alternate Academic Achievement Standards – Reading – 4th Grade	42.50%	11.11%	No	Target not met. An Improvement Plan is required.	6.45%	30.77%
		Alternate Academic Achievement Standards – Reading – 8th Grade	52.50%	15.79%	No	Target not met. An Improvement Plan is required.	21.43%	-
		Alternate Academic Achievement Standards – Reading – High School	55.50%	37.14%	No	Target not met. An Improvement Plan is required.	28.26%	31.25%

		Alternate Academic Achievement Standards – Math – 4th Grade	27.50%	28.57%	Yes	Target met. No further action is required.	19.35%	3.85%
		Alternate Academic Achievement Standards – Math – 8th Grade	35.50%	5.26%	No	Target not met. An Improvement Plan is required.	2.38%	-
		Alternate Academic Achievement Standards – Math – High School	55.50%	25.71%	No	Target not met. An Improvement Plan is required.	21.74%	56.25%
3D	Gap in Proficiency Rates COMAR 13A.05.11.05	Gap in Proficiency Rates – Reading – 4th Grade	16.50%	42.50%	No	Target not met. Improvement Plan is required.	38.63%	22.85%
		Gap in Proficiency Rates – Reading – 8th Grade	23.50%	39.95%	No	Target not met. Improvement Plan is required.	40.26%	31.96%
		Gap in Proficiency Rates – Reading – High School	47.50%	38.33%	Yes	Target met. No further action is required.	38.33%	54.92%
		Gap in Proficiency Rates – Math – 4th Grade	13.50%	30.28%	No	Target not met. Improvement Plan is required.	24.29%	22.07%
		Gap in Proficiency Rates – Math – 8th Grade	6.21%	24.51%	No	Target not met. Improvement Plan is required.	20.84%	9.12%
		Gap in Proficiency Rates – Math – High School	34.00%	36.04%	No	Target not met. Improvement Plan is required.	36.47%	49.15%
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled COMAR 13A.08.03.03		2.00	0.29	Yes	Target met. No further action is required.	0.29	-
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10		71.25%	84.39%	Yes	Target met. No further action is required.	83.40%	82.20%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		11.50%	7.49%	Yes	Target met. No further action is required.	6.94%	7.05%
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		6.00%	3.90%	Yes	Target met. No further action is required.	4.12%	4.77%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		63.00%	66.33%	Yes	Target met. No further action is required.	57.30%	72.20%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		19.00%	1.62%	Yes	Target met. No further action required.	1.57%	1.94%
6C	Students aged 3-5 LRE: Home		0.32%	0.00%	Yes	Target met. No further action is required.	0.67%	0.43%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	SS1 – Social Emotional - Exits with substantial growth	71.00%	78.65%	Yes	Target met. No further action is required.	82.94%	85.97%
		SS2 – Social Emotional - Exits within age expectations	54.00%	60.94%	Yes	Target met. No further action is required.	60.76%	61.00%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	SS1 – Knowledge & Skills - Exits with substantial growth	73.50%	82.35%	Yes	Target met. No further action is required.	85.97%	84.75%
		SS2– Knowledge & Skills - Exits within age expectations	52.00%	55.36%	Yes	Target met. No further action is required.	61.18%	58.92%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	SS1 – Behavior to Meet Needs - Exits with substantial growth	72.50%	82.51%	Yes	Target met. No further action is required.	82.94%	83.50%
		SS2 – Behavior to Meet Needs - Exits within age expectations	60.50%	64.38%	Yes	Target met. No further action is required.	66.67%	66.80%
8A	Parent Survey - Preschool Age		85.50%	88.00%	Yes	Target met. No action is required.	75.00%	78.00%

8A Response Rate	Parent Survey- Preschool Response Rate		18.00%	15.00%	No	Target not met. An Improvement Plan is required.	15.00%	16.00%
8B	Parent Survey - School Age		73.00%	78.00%	Yes	Target met. No action is required.	74.00%	80.00%
8B Response Rate	Parent Survey - School Age Response Rate		9.00%	8.00%	No	Target not met. An Improvement Plan is required.	9.00%	8.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	Higher Education	25.50%	29.08%	Yes	Target met. No further action is required.	32.88%	24.15%
		Higher Education or Employed	58.00%	72.88%	Yes	Target met. No further action is required.	71.53%	60.37%
		Higher Ed, Training, or Employed	58.00%	75.16%	Yes	Target met. No further action is required.	71.86%	60.68%
4B	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity COMAR 13A.08.01.21	Discrepancy - Black/African American	2.00	1.70	Yes	Target met. No further action is required.	-	-
		Discrepancy - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - Two or more races	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - White	2.00	0.00	Yes	Target met. No further action is required.	-	-
9	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - American Indian/Alaska Native	2.00	1.04	Yes	Target met. No further action is required.	1.27	1.33
		Disproportionate Representation - Asian	2.00	0.53	Yes	Target met. No further action is required.	0.50	0.48
		Disproportionate Representation - Black/African American	2.00	1.25	Yes	Target met. No further action is required.	1.25	1.27
		Disproportionate Representation - Native Hawaiian/Pacific Islander	2.00	0.97	Yes	Target met. No further action is required.	1.09	0.70
		Disproportionate Representation - White	2.00	1.09	Yes	Target met. No further action is required.	1.08	1.07
		Disproportionate Representation - 2 or more races	2.00	0.96	Yes	Target met. No further action is required.	0.98	0.99
		Disproportionate Representation - Hispanic/Latino	2.00	0.91	Yes	Target met. No further action is required.	0.91	0.90
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - Intellectual Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Asian	2.00	0.00	Yes	Target met. No further action required.	0.62	0.78
		Disproportionate Representation - Intellectual Disability - Black/African American	2.00	1.16	Yes	Target met. No further action required.	1.30	1.63
		Disproportionate Representation - Intellectual Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - White	2.00	0.97	Yes	Target met. No further action required.	0.82	0.69

Disproportionate Representation - Speech or Language Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Asian	2.00	0.67	Yes	Target met. No further action required.	0.66	0.54
Disproportionate Representation - Speech or Language Impairments - Black/African American	2.00	0.86	Yes	Target met. No further action required.	0.87	0.83
Disproportionate Representation - Speech or Language Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - White	2.00	1.32	Yes	Target met. No further action required.	1.24	1.33
Disproportionate Representation - Speech or Language Impairments - 2 or more races	2.00	0.96	Yes	Target met. No further action required.	1.08	1.16
Disproportionate Representation - Speech or Language Impairments - Hispanic/Latino	2.00	0.86	Yes	Target met. No further action required.	0.87	0.80
Disproportionate Representation - Other Health Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - Asian	2.00	0.33	Yes	Target met. No further action required.	0.37	0.32
Disproportionate Representation - Other Health Impairments - Black/African American	2.00	1.40	Yes	Target met. No further action required.	1.28	1.37
Disproportionate Representation - Other Health Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - White	2.00	1.29	Yes	Target met. No further action required.	1.33	1.37
Disproportionate Representation - Other Health Impairments - 2 or more races	2.00	0.88	Yes	Target met. No further action required.	0.90	0.82
Disproportionate Representation - Other Health Impairments - Hispanic/Latino	2.00	0.69	Yes	Target met. No further action required.	0.68	0.60
Disproportionate Representation - Autism - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Autism - Asian	2.00	1.45	Yes	Target met. No further action required.	1.24	1.50
Disproportionate Representation - Autism - Black/African American	2.00	1.46	Yes	Target met. No further action required.	1.41	1.25

		Disproportionate Representation - Autism - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - White	2.00	0.85	Yes	Target met. No further action required.	0.90	0.87
		Disproportionate Representation - Autism - 2 or more races	2.00	0.95	Yes	Target met. No further action required.	0.83	0.99
		Disproportionate Representation - Autism - Hispanic/Latino	2.00	0.77	Yes	Target met. No further action required.	0.84	0.85
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06		100.00%	97.93%	No	Target not met. An Improvement Plan is required.	99.56%	100.00%
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		100.00%	73.13%	No	Target not met. An Improvement Plan is required.	80.56%	100.00%
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)		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Correction of Noncompliance	Correction of Noncompliance MSDE		100.00%	0.00%	No	Untimely complaint correction. An Improvement Plan is required.	0.00%	100.00%
Timely and Valid Data	Timely and Valid Data MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Number of Complaints Filed	Number of Complaints Filed MSDE/DEISES		0.00	6.00	No	No further action is required.	6.00	3.00
Number of Complaints Identified with Violations	Number of Complaints Identified with Violations MSDE/DEISES		0.00	3.00	No	Please work with Dispute Resolution staff to ensure any identified noncompliance is corrected as soon as possible but in no case later than one year from notification of findings.	2.00	1.00
Number of Due Process Hearings Filed	Number of Due Process Hearings Filed MSDE		0.00	16.00	No	No further action is required.	19.00	13.00
Number of Due Process Hearings Identified with Violations	Number of Due Process Hearings Identified with Violations MSDE		0.00	1.00	No	Please work with Dispute Resolution staff to ensure any identified noncompliance is corrected as soon as possible but in no case later than one year from notification of findings.	0.00	0.00
Fiscal Accountability: Number of Findings Identified	Fiscal Accountability: Number of Findings Identified MSDE		0.00	0.00	Yes	No further action is required.	0.00	1.00
Percentage of Students Taking the Alternate Assessment: Reading	Percentage of Students Taking the Alternate Assessment: Reading MSDE		1.00%	0.96%	Yes	Target met. No further action is required.	1.00%	-
Percentage of Students Taking the Alternate Assessment: Math	Percentage of Students Taking the Alternate Assessment: Math MSDE		1.00%	0.97%	Yes	Target met. No further action is required.	1.00%	-
Percentage of Students Taking the Alternate Assessment: Science	Percentage of Students Taking the Alternate Assessment: Science MSDE		1.00%	1.13%	No	Target not met. An Improvement Plan is required.	1.30%	-
Number of SWD Restraints	Number of SWD Restraints MSDE		0.00	36.00	No	No further action is required.	188.00	-

Number of SWD Seclusions	Number of SWD Seclusions MSDE	0.00	0.00	Yes	No further action is required.	25.00	-
Significant Disproportionality	Number of Categories Identified for Significant Disproportionality 34 C.F.R. § 300.646	0.00	1.00	No	A Comprehensive Coordinated Early Intervening Services (CCEIS) Plan is required.	1.00	-

June 18, 2024

Dr. Brenda McCartney
Interim Superintendent
Garrett County Public Schools
770 Dennett Road
Oakland, MD 21550

Dear Dr. McCartney:

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) 2022 determinations, Garrett County has achieved the determination status of **Meets Requirements**.

Attached please find supporting documents:

- *FFY 2022 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);
- *FFY 2022 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- *FFY 2022 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
- *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 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), Garrett County has been assigned the **Universal** tier for the delivery of the DEI/SES technical assistance model for results. Please see the *DEI/SES Differentiated Framework: Tiers of Supervision* for more information.

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

Sincerely,



Antoine Hickman, Ed.D.
Assistant State Superintendent
Division of Early Intervention and Special Education Services

Attachments

c: Dr. Carey Wright, State Superintendent of Schools
Dr. Deann Collins, Deputy State Superintendent
Dr. Chelsie Manges, Director of Special Education
MSDE DEI/SES Branch/Section Chiefs

Garrett County
Annual Data on Part B State Performance Plan (SPP) Priority Indicators
for the Period July 1, 2022 – June 30, 2023 (FFY 2022)

Part B Annual SPP Performance Report								
SPP/APR Indicators Results Indicator Compliance Indicator			FFY 2022 (SFY 2023)			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2021	FFY 2020
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data indicator) COMAR 13A.03.02.09 COMAR 13A.05.01.01		74.35%	69.57%	No	Target not met. An Improvement Plan is required.	65.00%	58.82%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020) COMAR 13A.08.01.07		13.00%	17.39%	No	Target not met. An Improvement Plan is required.	15.00%	4.49%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA. COMAR 13A.05.11.05	Participation – Reading – 4th Grade	95.00%	100.00%	Yes	Target met. No further action is required.	100.00%	-
		Participation – Reading – 8th Grade	95.00%	100.00%	Yes	Target met. No further action is required.	95.83%	-
		Participation – Reading – High School	95.00%	100.00%	Yes	Target met. No further action is required.	100.00%	-
		Participation – Math – 4th Grade	95.00%	100.00%	Yes	Target met. No further action is required.	100.00%	-
		Participation – Math – 8th Grade	95.00%	100.00%	Yes	Target met. No further action is required.	95.83%	-
		Participation – Math – High School	95.00%	100.00%	Yes	Target met. No further action is required.	100.00%	-
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	Proficiency Grade Level Standards – Reading – 4th Grade	11.00%	12.50%	Yes	Target met. No further action is required.	8.33%	0.00%
		Proficiency Grade Level Standards – Reading – 8th Grade	9.00%	6.25%	No	Target not met. An Improvement Plan is required.	0.00%	0.00%
		Proficiency Grade Level Standards – Reading – High School	17.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	8.33%
		Proficiency Grade Level Standards – Math – 4th Grade	14.00%	3.12%	No	Target not met. An Improvement Plan is required.	8.33%	0.00%

		Proficiency Grade Level Standards – Math – 8th Grade	2.50%	6.25%	Yes	Target met. No further action is required.	4.55%	4.00%
		Proficiency Grade Level Standards – Math – High School	10.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	0.00%
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	Alternate Academic Achievement Standards – Reading – 4th Grade	42.50%	50.00%	Yes	Target met. No further action is required.	0.00%	66.67%
		Alternate Academic Achievement Standards – Reading – 8th Grade	52.50%	0.00%	No	Target not met. An Improvement Plan is required.	100.00%	-
		Alternate Academic Achievement Standards – Reading – High School	55.50%	-	NA		33.33%	60.00%
		Alternate Academic Achievement Standards – Math – 4th Grade	27.50%	50.00%	Yes	Target met. No further action is required.	100.00%	33.33%
		Alternate Academic Achievement Standards – Math – 8th Grade	35.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	-
		Alternate Academic Achievement Standards – Math – High School	55.50%	-	NA		0.00%	40.00%
3D	Gap in Proficiency Rates COMAR 13A.05.11.05	Gap in Proficiency Rates – Reading – 4th Grade	16.50%	32.14%	No	Target not met. Improvement Plan is required.	30.43%	14.08%
		Gap in Proficiency Rates – Reading – 8th Grade	23.50%	45.56%	No	Target not met. Improvement Plan is required.	42.97%	23.77%
		Gap in Proficiency Rates – Reading – High School	47.50%	38.63%	Yes	Target met. No further action is required.	37.34%	50.87%
		Gap in Proficiency Rates – Math – 4th Grade	13.50%	27.91%	No	Target not met. Improvement Plan is required.	14.32%	10.80%
		Gap in Proficiency Rates – Math – 8th Grade	6.21%	25.60%	No	Target not met. Improvement Plan is required.	22.83%	11.70%
		Gap in Proficiency Rates – Math – High School	34.00%	32.78%	Yes	Target met. No further action is required.	25.00%	37.99%
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled COMAR 13A.08.03.03		2.00	-	NA		0.00	-
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10		71.25%	86.07%	Yes	Target met. No further action is required.	81.48%	79.73%
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		11.50%	6.43%	Yes	Target met. No further action is required.	8.89%	11.15%

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		6.00%	0.36%	Yes	Target met. No further action is required.	0.74%	1.69%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		63.00%	80.00%	Yes	Target met. No further action is required.	78.43%	61.29%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		19.00%	0.00%	Yes	Target met. No further action required.	0.00%	0.00%
6C	Students aged 3-5 LRE: Home		0.32%	2.00%	No	Target not met. An Improvement Plan is required.	5.88%	6.45%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	SS1 – Social Emotional - Exits with substantial growth	71.00%	82.61%	Yes	Target met. No further action is required.	70.00%	100.00%
		SS2 – Social Emotional - Exits within age expectations	54.00%	32.00%	No	Target not met. An Improvement Plan is required.	58.82%	94.12%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	SS1 – Knowledge & Skills - Exits with substantial growth	73.50%	76.00%	Yes	Target met. No further action is required.	81.25%	92.31%
		SS2– Knowledge & Skills - Exits within age expectations	52.00%	32.00%	No	Target not met. An Improvement Plan is required.	58.82%	88.24%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	SS1 – Behavior to Meet Needs - Exits with substantial growth	72.50%	73.91%	Yes	Target met. No further action is required.	75.00%	91.67%
		SS2 – Behavior to Meet Needs - Exits within age expectations	60.50%	32.00%	No	Target not met. An Improvement Plan is required.	47.06%	94.12%
8A	Parent Survey - Preschool Age		85.50%	67.00%	No	Target not met. An Improvement Plan is required.	88.00%	-
8A Response Rate	Parent Survey- Preschool Response Rate		18.00%	132.00%	Yes	Target met. No action is required.	52.00%	15.00%
8B	Parent Survey - School Age		73.00%	89.00%	Yes	Target met. No action is required.	76.00%	86.00%
8B Response Rate	Parent Survey - School Age Response Rate		9.00%	12.00%	Yes	Target met. No action is required.	12.00%	23.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	Higher Education	25.50%	-	NA		-	-
		Higher Education or Employed	58.00%	52.17%	No	Target not met. An Improvement Plan is required.	55.00%	-
		Higher Ed, Training, or Employed	58.00%	52.17%	No	Target not met. An Improvement Plan is required.	60.00%	-
4B	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity COMAR 13A.08.01.21	Discrepancy - Black/African American	2.00	0.00	Yes	Target met. No further action is required.	-	-

		Discrepancy - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - Two or more races	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - White	2.00	0.00	Yes	Target met. No further action is required.	-	-
9	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action is required.	0.00	0.00
		Disproportionate Representation - Asian	2.00	0.00	Yes	Target met. No further action is required.	0.00	0.00
		Disproportionate Representation - Black/African American	2.00	0.00	Yes	Target met. No further action is required.	0.00	0.00
		Disproportionate Representation - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action is required.	0.00	0.00
		Disproportionate Representation - White	2.00	1.83	Yes	Target met. No further action is required.	0.92	1.00
		Disproportionate Representation - 2 or more races	2.00	0.00	Yes	Target met. No further action is required.	0.87	1.07
		Disproportionate Representation - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action is required.	1.40	1.00
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - Intellectual Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Black/African American	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - White	2.00	0.42	Yes	Target met. No further action required.	0.46	0.59
		Disproportionate Representation - Intellectual Disability - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Specific Learning Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00

Disproportionate Representation - Specific Learning Disability - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - Black/African American	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - White	2.00	0.69	Yes	Target met. No further action required.	0.74	0.80
Disproportionate Representation - Specific Learning Disability - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Black/African American	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - White	2.00	0.63	Yes	Target met. No further action required.	0.53	0.66
Disproportionate Representation - Emotional Disturbance - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Black/African American	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - White	2.00	1.41	Yes	Target met. No further action required.	0.58	0.62

		Disproportionate Representation - Speech or Language Impairments - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Speech or Language Impairments - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Other Health Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Other Health Impairments - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Other Health Impairments - Black/African American	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Other Health Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Other Health Impairments - White	2.00	0.53	Yes	Target met. No further action required.	0.43	0.45
		Disproportionate Representation - Other Health Impairments - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Other Health Impairments - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - Black/African American	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - White	2.00	0.29	Yes	Target met. No further action required.	0.39	0.44
		Disproportionate Representation - Autism - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	98.39%
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		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%

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)	100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Correction of Noncompliance	Correction of Noncompliance MSDE	100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Timely and Valid Data	Timely and Valid Data MSDE	100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Number of Complaints Filed	Number of Complaints Filed MSDE/DEISES	0.00	0.00	Yes	No further action is required.	0.00	0.00
Number of Complaints Identified with Violations	Number of Complaints Identified with Violations MSDE/DEISES	0.00	0.00	Yes	No further action is required.	0.00	-
Number of Due Process Hearings Filed	Number of Due Process Hearings Filed MSDE	0.00	0.00	Yes	No further action is required.	0.00	0.00
Number of Due Process Hearings Identified with Violations	Number of Due Process Hearings Identified with Violations MSDE	0.00	0.00	Yes	No further action is required.	0.00	0.00
Fiscal Accountability: Number of Findings Identified	Fiscal Accountability: Number of Findings Identified MSDE	0.00	0.00	Yes	No further action is required.	0.00	0.00
Percentage of Students Taking the Alternate Assessment: Reading	Percentage of Students Taking the Alternate Assessment: Reading MSDE	1.00%	0.80%	Yes	Target met. No further action is required.	0.90%	-
Percentage of Students Taking the Alternate Assessment: Math	Percentage of Students Taking the Alternate Assessment: Math MSDE	1.00%	0.83%	Yes	Target met. No further action is required.	0.90%	-
Percentage of Students Taking the Alternate Assessment: Science	Percentage of Students Taking the Alternate Assessment: Science MSDE	1.00%	0.54%	Yes	Target Met No further action is required.	1.10%	-
Number of SWD Restraints	Number of SWD Restraints MSDE	0.00	0.00	Yes	No further action is required.	-	-
Number of SWD Seclusions	Number of SWD Seclusions MSDE	0.00	0.00	Yes	No further action is required.	0.00	-
Significant Disproportionality	Number of Categories Identified for Significant Disproportionality 34 C.F.R. § 300.646	0.00	0.00	Yes	No action is required.	0.00	-

June 18, 2024

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

Dear Dr. Bulson:

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) is required by the United States Department of Education (USDE), Office of Special Education Programs (OSEP) to make determinations annually regarding the performance of students with disabilities for each local preschool and special education program using one of the following four determination categories: "Meets Requirements," "Needs Assistance," "Needs Intervention," or "Needs Substantial Intervention" [34 CFR §§300.600 and 300.604]. The MSDE, DEI/SES uses a results-based rubric for given indicators to evaluate the performance of each Local Education Agency (LEA) in meeting the State's identified targets. For Federal Fiscal Year (FFY) 2022 determinations, Harford County has achieved the determination status of **Needs Assistance - Year 5**.

Attached please find supporting documents:

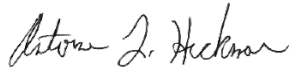
- *FFY 2022 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used;
- *FFY 2022 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- *FFY 2022 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
- *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 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), Harford County has been assigned the **Focused** tier for the delivery of the DEI/SES technical assistance model for results. Please see the *DEI/SES Differentiated Framework: Tiers of Supervision* for more information.

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

Sincerely,



Antoine Hickman, Ed.D.
Assistant State Superintendent
Division of Early Intervention and Special Education Services

Attachments

c: Dr. Carey Wright, State Superintendent of Schools
Dr. Deann Collins, Deputy State Superintendent
Colleen Sasdelli, Director of Special Education
MSDE DEI/SES Branch/Section Chiefs

Harford County
Annual Data on Part B State Performance Plan (SPP) Priority Indicators
for the Period July 1, 2022 – June 30, 2023 (FFY 2022)

Part B Annual SPP Performance Report								
SPP/APR Indicators ■ Results Indicator ■ Compliance Indicator			FFY 2022 (SFY 2023)			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2021	FFY 2020
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data indicator) COMAR 13A.03.02.09 COMAR 13A.05.01.01		74.35%	67.51%	No	Target not met. An Improvement Plan is required.	69.31%	71.17%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020) COMAR 13A.08.01.07		13.00%	20.50%	No	Target not met. An Improvement Plan is required.	13.45%	3.69%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA. COMAR 13A.05.11.05	Participation – Reading – 4th Grade	95.00%	99.30%	Yes	Target met. No further action is required.	99.75%	-
		Participation – Reading – 8th Grade	95.00%	98.54%	Yes	Target met. No further action is required.	97.41%	-
		Participation – Reading – High School	95.00%	100.00%	Yes	Target met. No further action is required.	97.77%	-
		Participation – Math – 4th Grade	95.00%	99.29%	Yes	Target met. No further action is required.	99.75%	-
		Participation – Math – 8th Grade	95.00%	97.81%	Yes	Target met. No further action is required.	95.99%	-
		Participation – Math – High School	95.00%	98.36%	Yes	Target met. No further action is required.	96.47%	-
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	Proficiency Grade Level Standards – Reading – 4th Grade	11.00%	15.87%	Yes	Target met. No further action is required.	10.67%	5.85%
		Proficiency Grade Level Standards – Reading – 8th Grade	9.00%	7.10%	No	Target not met. An Improvement Plan is required.	5.36%	3.64%
		Proficiency Grade Level Standards – Reading – High School	17.50%	15.14%	No	Target not met. An Improvement Plan is required.	17.04%	11.94%
		Proficiency Grade Level Standards – Math – 4th Grade	14.00%	10.10%	No	Target not met. An Improvement Plan is required.	7.73%	5.04%
		Proficiency Grade Level Standards – Math – 8th Grade	2.50%	1.92%	No	Target not met. An Improvement Plan is required.	1.36%	1.55%
		Proficiency Grade Level Standards – Math – High School	10.50%	0.91%	No	Target not met. An Improvement Plan is required.	0.85%	11.63%
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	Alternate Academic Achievement Standards – Reading – 4th Grade	42.50%	7.69%	No	Target not met. An Improvement Plan is required.	0.00%	22.73%
		Alternate Academic Achievement Standards – Reading – 8th Grade	52.50%	26.32%	No	Target not met. An Improvement Plan is required.	32.50%	-
		Alternate Academic Achievement Standards – Reading – High School	55.50%	28.57%	No	Target not met. An Improvement Plan is required.	40.00%	50.00%

		Alternate Academic Achievement Standards – Math – 4th Grade	27.50%	19.23%	No	Target not met. An Improvement Plan is required.	19.23%	18.18%
		Alternate Academic Achievement Standards – Math – 8th Grade	35.50%	15.79%	No	Target not met. An Improvement Plan is required.	17.50%	-
		Alternate Academic Achievement Standards – Math – High School	55.50%	38.10%	No	Target not met. An Improvement Plan is required.	20.51%	55.88%
3D	Gap in Proficiency Rates COMAR 13A.05.11.05	Gap in Proficiency Rates – Reading – 4th Grade	16.50%	43.15%	No	Target not met. Improvement Plan is required.	44.53%	24.83%
		Gap in Proficiency Rates – Reading – 8th Grade	23.50%	43.82%	No	Target not met. Improvement Plan is required.	38.44%	31.71%
		Gap in Proficiency Rates – Reading – High School	47.50%	47.53%	No	Target not met. Improvement Plan is required.	46.82%	55.83%
		Gap in Proficiency Rates – Math – 4th Grade	13.50%	28.31%	No	Target not met. Improvement Plan is required.	27.20%	16.58%
		Gap in Proficiency Rates – Math – 8th Grade	6.21%	15.12%	No	Target not met. Improvement Plan is required.	12.97%	1.72%
		Gap in Proficiency Rates – Math – High School	34.00%	32.97%	Yes	Target met. No further action is required.	30.01%	54.46%
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled COMAR 13A.08.03.03		2.00	0.25	Yes	Target met. No further action is required.	0.25	-
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10		71.25%	85.94%	Yes	Target met. No further action is required.	84.33%	84.01%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		11.50%	3.89%	Yes	Target met. No further action is required.	3.98%	3.78%
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		6.00%	6.24%	No	Target not met. An Improvement Plan is required.	6.05%	7.02%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		63.00%	68.57%	Yes	Target met. No further action is required.	67.68%	53.10%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		19.00%	8.45%	Yes	Target met. No further action required.	10.20%	7.71%
6C	Students aged 3-5 LRE: Home		0.32%	0.00%	Yes	Target met. No further action is required.	0.00%	0.21%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	SS1 – Social Emotional - Exits with substantial growth	71.00%	74.23%	Yes	Target met. No further action is required.	77.38%	83.12%
		SS2 – Social Emotional - Exits within age expectations	54.00%	42.86%	No	Target not met. An Improvement Plan is required.	44.33%	50.52%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	SS1 – Knowledge & Skills - Exits with substantial growth	73.50%	79.62%	Yes	Target met. No further action is required.	82.08%	83.65%
		SS2– Knowledge & Skills - Exits within age expectations	52.00%	47.62%	No	Target not met. An Improvement Plan is required.	46.31%	48.97%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	SS1 – Behavior to Meet Needs - Exits with substantial growth	72.50%	69.74%	No	Target not met. An Improvement Plan is required.	75.66%	84.78%
		SS2 – Behavior to Meet Needs - Exits within age expectations	60.50%	51.85%	No	Target not met. An Improvement Plan is required.	56.16%	62.37%

8A	Parent Survey - Preschool Age		85.50%	83.00%	No	Target not met. An Improvement Plan is required.	65.00%	79.00%
8A Response Rate	Parent Survey- Preschool Response Rate		18.00%	24.00%	Yes	Target met. No action is required.	14.00%	24.00%
8B	Parent Survey - School Age		73.00%	71.00%	No	Target not met. An Improvement Plan is required.	71.00%	73.00%
8B Response Rate	Parent Survey - School Age Response Rate		9.00%	8.00%	No	Target not met. An Improvement Plan is required.	7.00%	11.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	Higher Education	25.50%	21.56%	No	Target not met. An Improvement Plan is required.	25.35%	24.28%
		Higher Education or Employed	58.00%	70.94%	Yes	Target met. No further action is required.	70.83%	63.04%
		Higher Ed, Training, or Employed	58.00%	72.50%	Yes	Target met. No further action is required.	72.57%	63.41%
4B	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity COMAR 13A.08.01.21	Discrepancy - Black/African American	2.00	0.96	Yes	Target met. No further action is required.	-	-
		Discrepancy - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - Two or more races	2.00	1.18	Yes	Target met. No further action is required.	-	-
		Discrepancy - White	2.00	1.80	Yes	Target met. No further action is required.	-	-
9	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - American Indian/Alaska Native	2.00	0.68	Yes	Target met. No further action is required.	0.94	0.79
		Disproportionate Representation - Asian	2.00	0.49	Yes	Target met. No further action is required.	0.44	0.43
		Disproportionate Representation - Black/African American	2.00	1.34	Yes	Target met. No further action is required.	1.29	1.36
		Disproportionate Representation - Native Hawaiian/Pacific Islander	2.00	1.11	Yes	Target met. No further action is required.	0.86	0.89
		Disproportionate Representation - White	2.00	0.85	Yes	Target met. No further action is required.	0.89	0.85
		Disproportionate Representation - 2 or more races	2.00	1.08	Yes	Target met. No further action is required.	1.09	1.02
		Disproportionate Representation - Hispanic/Latino	2.00	0.98	Yes	Target met. No further action is required.	0.97	1.05
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - Intellectual Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Asian	2.00	1.07	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Black/African American	2.00	2.01	No	Target not met. An Improvement Plan is required.	2.07	2.07
		Disproportionate Representation - Intellectual Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00

Disproportionate Representation - Emotional Disturbance - Hispanic/Latino	2.00	0.70	Yes	Target met. No further action required.	0.71	0.77
Disproportionate Representation - Speech or Language Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Asian	2.00	0.54	Yes	Target met. No further action required.	0.73	0.74
Disproportionate Representation - Speech or Language Impairments - Black/African American	2.00	0.97	Yes	Target met. No further action required.	0.91	0.90
Disproportionate Representation - Speech or Language Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - White	2.00	1.13	Yes	Target met. No further action required.	1.08	1.05
Disproportionate Representation - Speech or Language Impairments - 2 or more races	2.00	0.94	Yes	Target met. No further action required.	1.17	1.05
Disproportionate Representation - Speech or Language Impairments - Hispanic/Latino	2.00	0.96	Yes	Target met. No further action required.	0.94	1.14
Disproportionate Representation - Other Health Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - Asian	2.00	0.21	Yes	Target met. No further action required.	0.14	0.15
Disproportionate Representation - Other Health Impairments - Black/African American	2.00	1.55	Yes	Target met. No further action required.	1.46	1.58
Disproportionate Representation - Other Health Impairments - Native Hawaiian/Pacific Islander	2.00	3.09	No	Target not met. An Improvement Plan is required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - White	2.00	0.76	Yes	Target met. No further action required.	0.83	0.77
Disproportionate Representation - Other Health Impairments - 2 or more races	2.00	1.22	Yes	Target met. No further action required.	1.19	1.19
Disproportionate Representation - Other Health Impairments - Hispanic/Latino	2.00	0.92	Yes	Target met. No further action required.	0.85	0.93
Disproportionate Representation - Autism - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Autism - Asian	2.00	1.00	Yes	Target met. No further action required.	1.09	0.86

		Disproportionate Representation - Autism - Black/African American	2.00	1.42	Yes	Target met. No further action required.	1.34	1.23
		Disproportionate Representation - Autism - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - White	2.00	0.78	Yes	Target met. No further action required.	0.81	0.88
		Disproportionate Representation - Autism - 2 or more races	2.00	1.02	Yes	Target met. No further action required.	0.93	1.12
		Disproportionate Representation - Autism - Hispanic/Latino	2.00	0.99	Yes	Target met. No further action required.	1.05	0.90
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06		100.00%	99.36%	No	Target not met. An Improvement Plan is required.	99.41%	99.04%
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		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	96.15%
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)		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Correction of Noncompliance	Correction of Noncompliance MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Timely and Valid Data	Timely and Valid Data MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Number of Complaints Filed	Number of Complaints Filed MSDE/DEISES		0.00	10.00	No	No further action is required.	3.00	1.00
Number of Complaints Identified with Violations	Number of Complaints Identified with Violations MSDE/DEISES		0.00	3.00	No	Please work with Dispute Resolution staff to ensure any identified noncompliance is corrected as soon as possible but in no case later than one year from notification of findings.	0.00	-
Number of Due Process Hearings Filed	Number of Due Process Hearings Filed MSDE		0.00	3.00	No	No further action is required.	8.00	4.00
Number of Due Process Hearings Identified with Violations	Number of Due Process Hearings Identified with Violations MSDE		0.00	0.00	Yes	No further action is required.	0.00	0.00
Fiscal Accountability: Number of Findings Identified	Fiscal Accountability: Number of Findings Identified MSDE		0.00	0.00	Yes	No further action is required.	0.00	0.00
Percentage of Students Taking the Alternate Assessment: Reading	Percentage of Students Taking the Alternate Assessment: Reading MSDE		1.00%	1.05%	No	Target not met. An Improvement plan is required.	1.10%	-
Percentage of Students Taking the Alternate Assessment: Math	Percentage of Students Taking the Alternate Assessment: Math MSDE		1.00%	1.05%	No	Target not met. An Improvement Plan is required.	1.20%	-
Percentage of Students Taking the Alternate Assessment: Science	Percentage of Students Taking the Alternate Assessment: Science MSDE		1.00%	1.39%	No	Target not met. An Improvement Plan is required.	1.80%	-

Number of SWD Restraints	Number of SWD Restraints MSDE	0.00	123.00	No	No further action is required.	133.00	-
Number of SWD Seclusions	Number of SWD Seclusions MSDE	0.00	0.00	Yes	No further action is required.	332.00	-
Significant Disproportionality	Number of Categories Identified for Significant Disproportionality 34 C.F.R. § 300.646	0.00	4.00	No	A Comprehensive Coordinated Early Intervening Services (CCEIS) Plan is required.	2.00	-

June 18, 2024

Mr. William Barnes
Acting Superintendent
Howard County Public Schools
10910 Clarksville Pike
Ellicott City, MD 21042

Dear Mr. Barnes:

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) 2022 determinations, Howard County has achieved the determination status of **Needs Assistance - Year 4**.

Attached please find supporting documents:

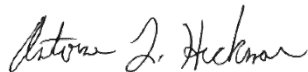
- *FFY 2022 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
- *FFY 2022 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- *FFY 2022 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
- *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 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), Howard County has been assigned the **Focused** tier for the delivery of the DEI/SES technical assistance model for results. Please see the *DEI/SES Differentiated Framework: Tiers of Supervision* for more information.

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

Sincerely,



Antoine Hickman, Ed.D.
Assistant State Superintendent
Division of Early Intervention and Special Education Services

Attachments

c: Dr. Carey Wright, State Superintendent of Schools
Dr. Deann Collins, Deputy State Superintendent
Dr. Terri Savage, Executive Director of Special Education
MSDE DEI/SES Branch/Section Chiefs

Howard County
Annual Data on Part B State Performance Plan (SPP) Priority Indicators
for the Period July 1, 2022 – June 30, 2023 (FFY 2022)

Part B Annual SPP Performance Report								
SPP/APR Indicators Results Indicator Compliance Indicator			FFY 2022 (SFY 2023)			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2021	FFY 2020
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data indicator) COMAR 13A.03.02.09 COMAR 13A.05.01.01		74.35%	82.82%	Yes	Target met. No further action is required.	81.19%	81.99%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020) COMAR 13A.08.01.07		13.00%	5.07%	Yes	Target met. No further action is required.	5.07%	0.50%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA. COMAR 13A.05.11.05	Participation – Reading – 4th Grade	95.00%	99.61%	Yes	Target met. No further action is required.	97.80%	-
		Participation – Reading – 8th Grade	95.00%	97.08%	Yes	Target met. No further action is required.	94.82%	-
		Participation – Reading – High School	95.00%	93.59%	No	Target not met. An Improvement Plan is required.	96.88%	-
		Participation – Math – 4th Grade	95.00%	99.42%	Yes	Target met. No further action is required.	97.80%	-
		Participation – Math – 8th Grade	95.00%	96.83%	Yes	Target met. No further action is required.	94.37%	-
		Participation – Math – High School	95.00%	91.29%	No	Target not met. An Improvement Plan is required.	93.88%	-
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	Proficiency Grade Level Standards – Reading – 4th Grade	11.00%	18.28%	Yes	Target met. No further action is required.	16.38%	12.34%
		Proficiency Grade Level Standards – Reading – 8th Grade	9.00%	15.62%	Yes	Target met. No further action is required.	10.56%	8.94%
		Proficiency Grade Level Standards – Reading – High School	17.50%	26.16%	Yes	Target met. No further action is required.	25.00%	24.19%
		Proficiency Grade Level Standards – Math – 4th Grade	14.00%	13.82%	No	Target not met. An Improvement Plan is required.	15.96%	11.48%
		Proficiency Grade Level Standards – Math – 8th Grade	2.50%	6.00%	Yes	Target met. No further action is required.	6.98%	2.90%
		Proficiency Grade Level Standards – Math – High School	10.50%	8.05%	No	Target not met. An Improvement Plan is required.	5.63%	16.24%
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	Alternate Academic Achievement Standards – Reading – 4th Grade	42.50%	6.25%	No	Target not met. An Improvement Plan is required.	4.88%	19.57%
		Alternate Academic Achievement Standards – Reading – 8th Grade	52.50%	10.64%	No	Target not met. An Improvement Plan is required.	16.39%	-

		Alternate Academic Achievement Standards – Reading – High School	55.50%	38.46%	No	Target not met. An Improvement Plan is required.	22.58%	48.48%
		Alternate Academic Achievement Standards – Math – 4th Grade	27.50%	30.61%	Yes	Target met. No further action is required.	13.95%	2.17%
		Alternate Academic Achievement Standards – Math – 8th Grade	35.50%	4.26%	No	Target not met. An Improvement Plan is required.	3.28%	-
		Alternate Academic Achievement Standards – Math – High School	55.50%	38.46%	No	Target not met. An Improvement Plan is required.	25.40%	63.64%
3D	Gap in Proficiency Rates COMAR 13A.05.11.05	Gap in Proficiency Rates – Reading – 4th Grade	16.50%	43.36%	No	Target not met. Improvement Plan is required.	40.42%	55.83%
		Gap in Proficiency Rates – Reading – 8th Grade	23.50%	44.33%	No	Target not met. Improvement Plan is required.	47.49%	36.60%
		Gap in Proficiency Rates – Reading – High School	47.50%	43.89%	Yes	Target met. No further action is required.	45.88%	53.48%
		Gap in Proficiency Rates – Math – 4th Grade	13.50%	35.39%	No	Target not met. Improvement Plan is required.	28.36%	30.52%
		Gap in Proficiency Rates – Math – 8th Grade	6.21%	32.77%	No	Target not met. Improvement Plan is required.	28.99%	12.65%
		Gap in Proficiency Rates – Math – High School	34.00%	49.09%	No	Target not met. Improvement Plan is required.	49.92%	58.54%
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled COMAR 13A.08.03.03		2.00	0.33	Yes	Target met. No further action is required.	0.33	-
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10		71.25%	74.19%	Yes	Target met. No further action is required.	75.08%	74.65%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		11.50%	2.36%	Yes	Target met. No further action is required.	2.98%	2.67%
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		6.00%	6.38%	No	Target not met. An Improvement Plan is required.	6.20%	6.89%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		63.00%	89.81%	Yes	Target met. No further action is required.	88.10%	80.00%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		19.00%	0.41%	Yes	Target met. No further action required.	0.33%	0.18%
6C	Students aged 3-5 LRE: Home		0.32%	0.14%	Yes	Target met. No further action is required.	0.33%	0.00%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	SS1 – Social Emotional - Exits with substantial growth	71.00%	67.66%	No	Target not met. An Improvement Plan is required.	70.23%	65.62%
		SS2 – Social Emotional - Exits within age expectations	54.00%	43.58%	No	Target not met. An Improvement Plan is required.	47.41%	53.47%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	SS1 – Knowledge & Skills - Exits with substantial growth	73.50%	72.51%	No	Target not met. An Improvement Plan is required.	73.99%	75.86%
		SS2– Knowledge & Skills - Exits within age expectations	52.00%	44.26%	No	Target not met. An Improvement Plan is required.	46.30%	53.88%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	SS1 – Behavior to Meet Needs - Exits with substantial growth	72.50%	71.18%	No	Target not met. An Improvement Plan is required.	69.48%	79.23%

		SS2 – Behavior to Meet Needs - Exits within age expectations	60.50%	54.39%	No	Target not met. An Improvement Plan is required.	55.93%	62.86%
8A	Parent Survey - Preschool Age		85.50%	88.00%	Yes	Target met. No action is required.	91.00%	87.00%
8A Response Rate	Parent Survey- Preschool Response Rate		18.00%	5.00%	No	Target not met. An Improvement Plan is required.	17.00%	10.00%
8B	Parent Survey - School Age		73.00%	70.00%	No	Target not met. An Improvement Plan is required.	77.00%	75.00%
8B Response Rate	Parent Survey - School Age Response Rate		9.00%	10.00%	Yes	Target met. No action is required.	7.00%	9.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	Higher Education	25.50%	45.00%	Yes	Target met. No further action is required.	45.24%	46.84%
		Higher Education or Employed	58.00%	69.44%	Yes	Target met. No further action is required.	75.60%	71.84%
		Higher Ed, Training, or Employed	58.00%	71.67%	Yes	Target met. No further action is required.	78.27%	71.84%
4B	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity COMAR 13A.08.01.21	Discrepancy - Black/African American	2.00	2.09	No	Target not met. An Improvement Plan is required.	-	-
		Discrepancy - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - Two or more races	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - White	2.00	0.00	Yes	Target met. No further action is required.	-	-
9	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - American Indian/Alaska Native	2.00	1.14	Yes	Target met. No further action is required.	0.76	1.10
		Disproportionate Representation - Asian	2.00	0.47	Yes	Target met. No further action is required.	0.49	0.44
		Disproportionate Representation - Black/African American	2.00	1.63	Yes	Target met. No further action is required.	1.60	1.67
		Disproportionate Representation - Native Hawaiian/Pacific Islander	2.00	0.82	Yes	Target met. No further action is required.	0.98	0.00
		Disproportionate Representation - White	2.00	1.01	Yes	Target met. No further action is required.	1.01	0.98
		Disproportionate Representation - 2 or more races	2.00	1.00	Yes	Target met. No further action is required.	0.97	0.95
		Disproportionate Representation - Hispanic/Latino	2.00	1.06	Yes	Target met. No further action is required.	1.06	1.15
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - Intellectual Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Asian	2.00	0.55	Yes	Target met. No further action required.	0.49	0.52
		Disproportionate Representation - Intellectual Disability - Black/African American	2.00	1.79	Yes	Target met. No further action required.	1.79	1.81
		Disproportionate Representation - Intellectual Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00

Disproportionate Representation - Emotional Disturbance - Hispanic/Latino	2.00	0.58	Yes	Target met. No further action required.	0.65	0.61
Disproportionate Representation - Speech or Language Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Asian	2.00	0.44	Yes	Target met. No further action required.	0.50	0.40
Disproportionate Representation - Speech or Language Impairments - Black/African American	2.00	1.23	Yes	Target met. No further action required.	1.15	1.27
Disproportionate Representation - Speech or Language Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - White	2.00	1.16	Yes	Target met. No further action required.	1.18	1.19
Disproportionate Representation - Speech or Language Impairments - 2 or more races	2.00	1.33	Yes	Target met. No further action required.	1.11	0.88
Disproportionate Representation - Speech or Language Impairments - Hispanic/Latino	2.00	1.21	Yes	Target met. No further action required.	1.29	1.42
Disproportionate Representation - Other Health Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - Asian	2.00	0.24	Yes	Target met. No further action required.	0.22	0.23
Disproportionate Representation - Other Health Impairments - Black/African American	2.00	2.12	No	Target not met. An Improvement Plan is required.	2.32	2.25
Disproportionate Representation - Other Health Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - White	2.00	1.04	Yes	Target met. No further action required.	1.06	1.02
Disproportionate Representation - Other Health Impairments - 2 or more races	2.00	0.94	Yes	Target met. No further action required.	0.83	0.88
Disproportionate Representation - Other Health Impairments - Hispanic/Latino	2.00	1.01	Yes	Target met. No further action required.	0.87	0.94
Disproportionate Representation - Autism - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Autism - Asian	2.00	0.87	Yes	Target met. No further action required.	0.79	0.73

		Disproportionate Representation - Autism - Black/African American	2.00	1.54	Yes	Target met. No further action required.	1.55	1.54
		Disproportionate Representation - Autism - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - White	2.00	0.85	Yes	Target met. No further action required.	0.93	0.98
		Disproportionate Representation - Autism - 2 or more races	2.00	1.04	Yes	Target met. No further action required.	1.03	1.08
		Disproportionate Representation - Autism - Hispanic/Latino	2.00	0.71	Yes	Target met. No further action required.	0.68	0.67
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06		100.00%	85.16%	No	Target not met. An Improvement Plan is required.	87.85%	98.82%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday. COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
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)		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Correction of Noncompliance	Correction of Noncompliance MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	0.00%
Timely and Valid Data	Timely and Valid Data MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	0.00%
Number of Complaints Filed	Number of Complaints Filed MSDE/DEISES		0.00	14.00	No	No further action is required.	8.00	5.00
Number of Complaints Identified with Violations	Number of Complaints Identified with Violations MSDE/DEISES		0.00	7.00	No	Please work with Dispute Resolution staff to ensure any identified noncompliance is corrected as soon as possible but in no case later than one year from notification of findings.	3.00	5.00
Number of Due Process Hearings Filed	Number of Due Process Hearings Filed MSDE		0.00	29.00	No	No further action is required.	21.00	13.00
Number of Due Process Hearings Identified with Violations	Number of Due Process Hearings Identified with Violations MSDE		0.00	0.00	Yes	No further action is required.	0.00	1.00
Fiscal Accountability: Number of Findings Identified	Fiscal Accountability: Number of Findings Identified MSDE		0.00	0.00	Yes	No further action is required.	1.00	0.00
Percentage of Students Taking the Alternate Assessment: Reading	Percentage of Students Taking the Alternate Assessment: Reading MSDE		1.00%	1.06%	No	Target not met. An Improvement plan is required.	1.10%	-
Percentage of Students Taking the Alternate Assessment: Math	Percentage of Students Taking the Alternate Assessment: Math MSDE		1.00%	1.07%	No	Target not met. An Improvement Plan is required.	1.20%	-
Percentage of Students Taking the Alternate Assessment: Science	Percentage of Students Taking the Alternate Assessment: Science MSDE		1.00%	1.06%	No	Target not met. An Improvement Plan is required.	1.20%	-

Number of SWD Restraints	Number of SWD Restraints MSDE	0.00	480.00	No	No further action is required.	347.00	-
Number of SWD Seclusions	Number of SWD Seclusions MSDE	0.00	0.00	Yes	No further action is required.	104.00	-
Significant Disproportionality	Number of Categories Identified for Significant Disproportionality 34 C.F.R. § 300.646	0.00	1.00	No	A Comprehensive Coordinated Early Intervening Services (CCEIS) Plan is required.	1.00	-

June 18, 2024

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) 2022 determinations, Kent County has achieved the determination status of **Meets Requirements**.

Attached please find supporting documents:

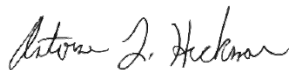
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To support Maryland's commitment to narrow the opportunity and achievement gaps for students with disabilities and their families, the implementation of the *DEI/SES Strategic Plan: Moving Maryland Forward* provides a statewide differentiated framework for general supervision and performance support. Based upon comprehensive data analysis (including the SPP/APR local determination status), Kent County has been assigned the **Universal** tier for the delivery of the DEI/SES technical assistance model for results. Please see the *DEI/SES Differentiated Framework: Tiers of Supervision* for more information.

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

Sincerely,



Antoine Hickman, Ed.D.
Assistant State Superintendent
Division of Early Intervention and Special Education Services

Attachments

c: Dr. Carey Wright State Superintendent of Schools
Dr. Deann Collins Deputy State Superintendent
Dr. Wendy Keen Supervisor of Special Education
MSDE DEI/SES Branch/Section Chiefs

Kent County
Annual Data on Part B State Performance Plan (SPP) Priority Indicators
for the Period July 1, 2022 – June 30, 2023 (FFY 2022)

Part B Annual SPP Performance Report								
SPP/APR Indicators ■ Results Indicator ■ Compliance Indicator			FFY 2022 (SFY 2023)			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2021	FFY 2020
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3A	State Assessment: Participation rates of IEP students in all grades in the LEA. COMAR 13A.05.11.05	Participation – Reading – 4th Grade	95.00%	100.00%	Yes	Target met. No further action is required.	100.00%	-
		Participation – Reading – 8th Grade	95.00%	100.00%	Yes	Target met. No further action is required.	80.00%	-
		Participation – Reading – High School	95.00%	100.00%	Yes	Target met. No further action is required.	100.00%	-
		Participation – Math – 4th Grade	95.00%	100.00%	Yes	Target met. No further action is required.	100.00%	-
		Participation – Math – 8th Grade	95.00%	100.00%	Yes	Target met. No further action is required.	80.00%	-
		Participation – Math – High School	95.00%	100.00%	Yes	Target met. No further action is required.	100.00%	-
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	Proficiency Grade Level Standards – Reading – 4th Grade	11.00%	6.25%	No	Target not met. An Improvement Plan is required.	4.76%	0.00%
		Proficiency Grade Level Standards – Reading – 8th Grade	9.00%	11.11%	Yes	Target met. No further action is required.	0.00%	6.25%
		Proficiency Grade Level Standards – Reading – High School	17.50%	12.50%	No	Target not met. An Improvement Plan is required.	13.33%	5.56%
		Proficiency Grade Level Standards – Math – 4th Grade	14.00%	6.25%	No	Target not met. An Improvement Plan is required.	14.29%	0.00%
		Proficiency Grade Level Standards – Math – 8th Grade	2.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	0.00%

		Proficiency Grade Level Standards – Math – High School	10.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	0.00%
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	Alternate Academic Achievement Standards – Reading – 4th Grade	42.50%	-	NA		0.00%	0.00%
		Alternate Academic Achievement Standards – Reading – 8th Grade	52.50%	-	NA		-	-
		Alternate Academic Achievement Standards – Reading – High School	55.50%	-	NA		0.00%	100.00%
		Alternate Academic Achievement Standards – Math – 4th Grade	27.50%	-	NA		0.00%	0.00%
		Alternate Academic Achievement Standards – Math – 8th Grade	35.50%	-	NA		-	-
		Alternate Academic Achievement Standards – Math – High School	55.50%	-	NA		0.00%	100.00%
3D	Gap in Proficiency Rates COMAR 13A.05.11.05	Gap in Proficiency Rates – Reading – 4th Grade	16.50%	40.67%	No	Target not met. Improvement Plan is required.	40.54%	20.75%
		Gap in Proficiency Rates – Reading – 8th Grade	23.50%	27.22%	No	Target not met. Improvement Plan is required.	27.12%	22.17%
		Gap in Proficiency Rates – Reading – High School	47.50%	34.83%	Yes	Target met. No further action is required.	33.87%	54.12%
		Gap in Proficiency Rates – Math – 4th Grade	13.50%	13.45%	Yes	Target met. No further action is required.	9.65%	9.43%
		Gap in Proficiency Rates – Math – 8th Grade	6.21%	5.00%	Yes	Target met. No further action is required.	6.67%	2.17%
		Gap in Proficiency Rates – Math – High School	34.00%	21.90%	Yes	Target met. No further action is required.	23.00%	28.12%
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled COMAR 13A.08.03.03		2.00	0.25	Yes	Target met. No further action is required.	0.25	-
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10		71.25%	87.83%	Yes	Target met. No further action is required.	86.45%	83.06%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		11.50%	7.39%	Yes	Target met. No further action is required.	9.96%	12.50%
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		6.00%	2.17%	Yes	Target met. No further action is required.	2.39%	1.61%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		63.00%	73.91%	Yes	Target met. No further action is required.	88.24%	73.33%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		19.00%	4.35%	Yes	Target met. No further action required.	0.00%	0.00%
6C	Students aged 3-5 LRE: Home		0.32%	8.70%	No	Target not met. An Improvement Plan is required.	5.88%	0.00%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	SS1 – Social Emotional - Exits with substantial growth	71.00%	87.50%	Yes	Target met. No further action is required.	100.00%	100.00%

		SS2 – Social Emotional - Exits within age expectations	54.00%	63.64%	Yes	Target met. No further action is required.	66.67%	50.00%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	SS1 – Knowledge & Skills - Exits with substantial growth	73.50%	40.00%	No	Target not met. An Improvement Plan is required.	100.00%	100.00%
		SS2– Knowledge & Skills - Exits within age expectations	52.00%	20.00%	No	Target not met. An Improvement Plan is required.	50.00%	25.00%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	SS1 – Behavior to Meet Needs - Exits with substantial growth	72.50%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
		SS2 – Behavior to Meet Needs - Exits within age expectations	60.50%	63.64%	Yes	Target met. No further action is required.	83.33%	50.00%
8A	Parent Survey - Preschool Age		85.50%	-	NA		-	89.00%
8A Response Rate	Parent Survey- Preschool Response Rate		18.00%	38.00%	Yes	Target met. No action is required.	24.00%	46.00%
8B	Parent Survey - School Age		73.00%	78.00%	Yes	Target met. No action is required.	76.00%	77.00%
8B Response Rate	Parent Survey - School Age Response Rate		9.00%	11.00%	Yes	Target met. No action is required.	13.00%	25.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	Higher Education	25.50%	26.32%	Yes	Target met. No further action is required.	-	-
		Higher Education or Employed	58.00%	52.63%	No	Target not met. An Improvement Plan is required.	77.78%	-
		Higher Ed, Training, or Employed	58.00%	52.63%	No	Target not met. An Improvement Plan is required.	83.33%	-
4B	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity COMAR 13A.08.01.21	Discrepancy - Black/African American	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - Two or more races	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - White	2.00	0.00	Yes	Target met. No further action is required.	-	-
9	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action is required.	0.00	0.00
		Disproportionate Representation - Asian	2.00	0.00	Yes	Target met. No further action is required.	0.00	0.00
		Disproportionate Representation - Black/African American	2.00	1.66	Yes	Target met. No further action is required.	2.09	2.12
		Disproportionate Representation - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action is required.	0.00	0.00
		Disproportionate Representation - White	2.00	0.77	Yes	Target met. No further action is required.	0.63	0.63

		Disproportionate Representation - 2 or more races	2.00	1.00	Yes	Target met. No further action is required.	0.90	0.73
		Disproportionate Representation - Hispanic/Latino	2.00	0.66	Yes	Target met. No further action is required.	0.74	0.80
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - Intellectual Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Black/African American	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - White	2.00	0.85	Yes	Target met. No further action required.	0.81	0.61
		Disproportionate Representation - Intellectual Disability - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Specific Learning Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Specific Learning Disability - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Specific Learning Disability - Black/African American	2.00	2.18	No	Target not met. An Improvement Plan is required.	2.65	2.86
		Disproportionate Representation - Specific Learning Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Specific Learning Disability - White	2.00	0.55	Yes	Target met. No further action required.	0.44	0.46
		Disproportionate Representation - Specific Learning Disability - 2 or more races	2.00	1.28	Yes	Target met. No further action required.	1.35	0.95
		Disproportionate Representation - Specific Learning Disability - Hispanic/Latino	2.00	0.71	Yes	Target met. No further action required.	0.70	0.65
		Disproportionate Representation - Emotional Disturbance - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Emotional Disturbance - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00

Disproportionate Representation - Emotional Disturbance - Black/African American	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - White	2.00	0.00	Yes	Target met. No further action required.	0.00	0.74
Disproportionate Representation - Emotional Disturbance - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Black/African American	2.00	0.00	Yes	Target met. No further action required.	1.23	0.95
Disproportionate Representation - Speech or Language Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - White	2.00	2.25	No	Target not met. An Improvement Plan is required.	1.01	1.18
Disproportionate Representation - Speech or Language Impairments - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	1.23	1.27
Disproportionate Representation - Other Health Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - Black/African American	2.00	2.03	No	Target not met. An Improvement Plan is required.	2.60	2.38
Disproportionate Representation - Other Health Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - White	2.00	0.70	Yes	Target met. No further action required.	0.66	0.71
Disproportionate Representation - Other Health Impairments - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00

		Disproportionate Representation - Other Health Impairments - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - Black/African American	2.00	1.13	Yes	Target met. No further action required.	1.42	0.00
		Disproportionate Representation - Autism - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - White	2.00	1.06	Yes	Target met. No further action required.	1.11	2.21
		Disproportionate Representation - Autism - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
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		100.00%	-	NA		100.00%	-
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)		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	97.67%
Correction of Noncompliance	Correction of Noncompliance MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Timely and Valid Data	Timely and Valid Data MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	0.00%
Number of Complaints Filed	Number of Complaints Filed MSDE/DEISES		0.00	0.00	Yes	No further action is required.	0.00	0.00
Number of Complaints Identified with Violations	Number of Complaints Identified with Violations MSDE/DEISES		0.00	0.00	Yes	No further action is required.	3.00	-
Number of Due Process Hearings Filed	Number of Due Process Hearings Filed MSDE		0.00	0.00	Yes	No further action is required.	0.00	0.00
Number of Due Process Hearings Identified with Violations	Number of Due Process Hearings Identified with Violations MSDE		0.00	0.00	Yes	No further action is required.	0.00	0.00
Fiscal Accountability: Number of Findings Identified	Fiscal Accountability: Number of Findings Identified MSDE		0.00	0.00	Yes	No further action is required.	1.00	0.00
Percentage of Students Taking the Alternate Assessment: Reading	Percentage of Students Taking the Alternate Assessment: Reading MSDE		1.00%	0.56%	Yes	Target met. No further action is required.	0.50%	-
Percentage of Students Taking the Alternate Assessment: Math	Percentage of Students Taking the Alternate Assessment: Math MSDE		1.00%	0.57%	Yes	Target met. No further action is required.	0.50%	-

Percentage of Students Taking the Alternate Assessment: Science	Percentage of Students Taking the Alternate Assessment: Science MSDE	1.00%	0.40%	Yes	Target Met No further action is required.	1.20%	-
Number of SWD Restraints	Number of SWD Restraints MSDE	0.00	0.00	Yes	No further action is required.	0.00	-
Number of SWD Seclusions	Number of SWD Seclusions MSDE	0.00	0.00	Yes	No further action is required.	0.00	-
Significant Disproportionality	Number of Categories Identified for Significant Disproportionality 34 C.F.R. § 300.646	0.00	1.00	No	A Comprehensive Coordinated Early Intervening Services (CCEIS) Plan is required.	3.00	-

June 18, 2024

Dr. Monique T. Felder
Interim Superintendent
Montgomery County Public Schools
850 Hungerford Drive
Rockville, MD 20850

Dear Dr. Felder:

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) 2022 determinations, Montgomery County has achieved the determination status of **Needs Assistance - Year 4**.

Attached please find supporting documents:

- *FFY 2022 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);
- *FFY 2022 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- *FFY 2022 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
- *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 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), Montgomery County has been assigned the **Focused** tier for the delivery of the DEI/SES technical assistance model for results. Please see the *DEI/SES Differentiated Framework: Tiers of Supervision* for more information.

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

Sincerely,



Antoine Hickman, Ed.D.
Assistant State Superintendent
Division of Early Intervention and Special Education Services

Attachments

c: Dr. Carey Wright, State Superintendent of Schools
Dr. Deann Collins, Deputy State Superintendent
Kia Middleton-Murphy, Acting Director of Special Education
Diana K. Wyles, Associate Superintendent
MSDE DEI/SES Branch/Section Chiefs

Montgomery County
Annual Data on Part B State Performance Plan (SPP) Priority Indicators
for the Period July 1, 2022 – June 30, 2023 (FFY 2022)

Part B Annual SPP Performance Report								
SPP/APR Indicators ■ Results Indicator ■ Compliance Indicator			FFY 2022 (SFY 2023)			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2021	FFY 2020
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data indicator) COMAR 13A.03.02.09 COMAR 13A.05.01.01		74.35%	78.62%	Yes	Target met. No further action is required.	76.55%	79.90%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020) COMAR 13A.08.01.07		13.00%	10.16%	Yes	Target met. No further action is required.	8.29%	1.37%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA. COMAR 13A.05.11.05	Participation – Reading – 4th Grade	95.00%	99.26%	Yes	Target met. No further action is required.	98.14%	-
		Participation – Reading – 8th Grade	95.00%	97.07%	Yes	Target met. No further action is required.	95.47%	-
		Participation – Reading – High School	95.00%	97.46%	Yes	Target met. No further action is required.	92.87%	-
		Participation – Math – 4th Grade	95.00%	99.26%	Yes	Target met. No further action is required.	98.51%	-
		Participation – Math – 8th Grade	95.00%	96.94%	Yes	Target met. No further action is required.	95.28%	-
		Participation – Math – High School	95.00%	91.78%	No	Target not met. An Improvement Plan is required.	89.91%	-
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	Proficiency Grade Level Standards – Reading – 4th Grade	11.00%	23.46%	Yes	Target met. No further action is required.	22.27%	11.03%
		Proficiency Grade Level Standards – Reading – 8th Grade	9.00%	17.87%	Yes	Target met. No further action is required.	17.37%	14.03%
		Proficiency Grade Level Standards – Reading – High School	17.50%	33.45%	Yes	Target met. No further action is required.	37.05%	22.91%
		Proficiency Grade Level Standards – Math – 4th Grade	14.00%	17.16%	Yes	Target met. No further action is required.	15.78%	13.62%
		Proficiency Grade Level Standards – Math – 8th Grade	2.50%	6.80%	Yes	Target met. No further action is required.	7.84%	2.22%
		Proficiency Grade Level Standards – Math – High School	10.50%	15.25%	Yes	Target met. No further action is required.	15.98%	11.99%
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	Alternate Academic Achievement Standards – Reading – 4th Grade	42.50%	1.94%	No	Target not met. An Improvement Plan is required.	7.63%	18.95%
		Alternate Academic Achievement Standards – Reading – 8th Grade	52.50%	12.78%	No	Target not met. An Improvement Plan is required.	13.69%	-
		Alternate Academic Achievement Standards – Reading – High School	55.50%	48.15%	No	Target not met. An Improvement Plan is required.	34.78%	38.98%

		Alternate Academic Achievement Standards – Math – 4th Grade	27.50%	14.65%	No	Target not met. An Improvement Plan is required.	22.22%	8.55%
		Alternate Academic Achievement Standards – Math – 8th Grade	35.50%	9.77%	No	Target not met. An Improvement Plan is required.	7.14%	-
		Alternate Academic Achievement Standards – Math – High School	55.50%	52.78%	No	Target not met. An Improvement Plan is required.	29.38%	54.24%
3D	Gap in Proficiency Rates COMAR 13A.05.11.05	Gap in Proficiency Rates – Reading – 4th Grade	16.50%	32.60%	No	Target not met. Improvement Plan is required.	31.53%	26.11%
		Gap in Proficiency Rates – Reading – 8th Grade	23.50%	33.95%	No	Target not met. Improvement Plan is required.	34.37%	31.16%
		Gap in Proficiency Rates – Reading – High School	47.50%	32.18%	Yes	Target met. No further action is required.	33.99%	50.51%
		Gap in Proficiency Rates – Math – 4th Grade	13.50%	26.40%	No	Target not met. Improvement Plan is required.	21.84%	23.67%
		Gap in Proficiency Rates – Math – 8th Grade	6.21%	15.91%	No	Target not met. Improvement Plan is required.	13.25%	10.29%
		Gap in Proficiency Rates – Math – High School	34.00%	30.92%	Yes	Target met. No further action is required.	32.40%	45.55%
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled COMAR 13A.08.03.03		2.00	0.89	Yes	Target met. No further action is required.	0.89	-
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10		71.25%	69.46%	No	Target not met. An Improvement Plan is required.	67.29%	67.11%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		11.50%	15.44%	No	Target not met. An Improvement Plan is required.	15.55%	14.56%
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		6.00%	4.86%	Yes	Target met. No further action is required.	5.00%	5.72%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		63.00%	33.43%	No	Target not met. An Improvement Plan is required.	38.74%	26.85%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		19.00%	52.94%	No	Target not met. An Improvement Plan is required.	47.04%	47.91%
6C	Students aged 3-5 LRE: Home		0.32%	0.25%	Yes	Target met. No further action is required.	0.12%	0.20%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	SS1 – Social Emotional - Exits with substantial growth	71.00%	74.01%	Yes	Target met. No further action is required.	78.06%	76.51%
		SS2 – Social Emotional - Exits within age expectations	54.00%	42.08%	No	Target not met. An Improvement Plan is required.	44.62%	44.48%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	SS1 – Knowledge & Skills - Exits with substantial growth	73.50%	79.69%	Yes	Target met. No further action is required.	79.30%	77.57%
		SS2– Knowledge & Skills - Exits within age expectations	52.00%	43.44%	No	Target not met. An Improvement Plan is required.	44.00%	42.69%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	SS1 – Behavior to Meet Needs - Exits with substantial growth	72.50%	67.47%	No	Target not met. An Improvement Plan is required.	79.11%	75.67%
		SS2 – Behavior to Meet Needs - Exits within age expectations	60.50%	48.30%	No	Target not met. An Improvement Plan is required.	55.75%	54.05%

8A	Parent Survey - Preschool Age		85.50%	80.00%	No	Target not met. An Improvement Plan is required.	76.00%	83.00%
8A Response Rate	Parent Survey- Preschool Response Rate		18.00%	19.00%	Yes	Target met. No action is required.	23.00%	47.00%
8B	Parent Survey - School Age		73.00%	67.00%	No	Target not met. An Improvement Plan is required.	68.00%	74.00%
8B Response Rate	Parent Survey - School Age Response Rate		9.00%	10.00%	Yes	Target met. No action is required.	11.00%	13.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	Higher Education	25.50%	44.41%	Yes	Target met. No further action is required.	42.51%	42.34%
		Higher Education or Employed	58.00%	68.88%	Yes	Target met. No further action is required.	67.64%	63.03%
		Higher Ed, Training, or Employed	58.00%	71.15%	Yes	Target met. No further action is required.	68.90%	63.11%
4B	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity COMAR 13A.08.01.21	Discrepancy - Black/African American	2.00	2.05	No	Target not met. An Improvement Plan is required.	-	-
		Discrepancy - Hispanic/Latino	2.00	2.07	No	Target not met. An Improvement Plan is required.	-	-
		Discrepancy - Two or more races	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - White	2.00	0.00	Yes	Target met. No further action is required.	-	-
9	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - American Indian/Alaska Native	2.00	0.93	Yes	Target met. No further action is required.	1.00	0.96
		Disproportionate Representation - Asian	2.00	0.54	Yes	Target met. No further action is required.	0.53	0.52
		Disproportionate Representation - Black/African American	2.00	1.30	Yes	Target met. No further action is required.	1.29	1.31
		Disproportionate Representation - Native Hawaiian/Pacific Islander	2.00	1.26	Yes	Target met. No further action is required.	0.93	0.85
		Disproportionate Representation - White	2.00	0.95	Yes	Target met. No further action is required.	0.94	0.93
		Disproportionate Representation - 2 or more races	2.00	0.91	Yes	Target met. No further action is required.	0.90	0.89
		Disproportionate Representation - Hispanic/Latino	2.00	1.11	Yes	Target met. No further action is required.	1.14	1.16
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - Intellectual Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Asian	2.00	0.53	Yes	Target met. No further action required.	0.54	0.61
		Disproportionate Representation - Intellectual Disability - Black/African American	2.00	1.89	Yes	Target met. No further action required.	1.72	1.87
		Disproportionate Representation - Intellectual Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00

Disproportionate Representation - Emotional Disturbance - Hispanic/Latino	2.00	0.67	Yes	Target met. No further action required.	0.73	0.68
Disproportionate Representation - Speech or Language Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Asian	2.00	0.74	Yes	Target met. No further action required.	0.73	0.71
Disproportionate Representation - Speech or Language Impairments - Black/African American	2.00	0.96	Yes	Target met. No further action required.	0.98	1.01
Disproportionate Representation - Speech or Language Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - White	2.00	1.34	Yes	Target met. No further action required.	1.15	1.08
Disproportionate Representation - Speech or Language Impairments - 2 or more races	2.00	1.12	Yes	Target met. No further action required.	1.15	1.12
Disproportionate Representation - Speech or Language Impairments - Hispanic/Latino	2.00	0.90	Yes	Target met. No further action required.	1.02	1.06
Disproportionate Representation - Other Health Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.74
Disproportionate Representation - Other Health Impairments - Asian	2.00	0.35	Yes	Target met. No further action required.	0.32	0.32
Disproportionate Representation - Other Health Impairments - Black/African American	2.00	1.27	Yes	Target met. No further action required.	1.33	1.48
Disproportionate Representation - Other Health Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - White	2.00	1.50	Yes	Target met. No further action required.	1.45	1.37
Disproportionate Representation - Other Health Impairments - 2 or more races	2.00	1.21	Yes	Target met. No further action required.	1.16	1.05
Disproportionate Representation - Other Health Impairments - Hispanic/Latino	2.00	0.80	Yes	Target met. No further action required.	0.82	0.80
Disproportionate Representation - Autism - American Indian/Alaska Native	2.00	0.83	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Autism - Asian	2.00	1.03	Yes	Target met. No further action required.	1.04	1.02

		Disproportionate Representation - Autism - Black/African American	2.00	1.50	Yes	Target met. No further action required.	1.40	1.40
		Disproportionate Representation - Autism - Native Hawaiian/Pacific Islander	2.00	1.53	Yes	Target met. No further action required.	1.73	0.00
		Disproportionate Representation - Autism - White	2.00	1.11	Yes	Target met. No further action required.	1.22	1.23
		Disproportionate Representation - Autism - 2 or more races	2.00	1.05	Yes	Target met. No further action required.	1.03	1.08
		Disproportionate Representation - Autism - Hispanic/Latino	2.00	0.60	Yes	Target met. No further action required.	0.58	0.57
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06		100.00%	97.01%	No	Target not met. An Improvement Plan is required.	96.99%	98.09%
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		100.00%	100.00%	Yes	Target met. No further action is required.	98.58%	100.00%
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)		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	98.28%
Correction of Noncompliance	Correction of Noncompliance MSDE		100.00%	0.00%	No	Untimely complaint correction. An Improvement Plan is required.	0.00%	0.00%
Timely and Valid Data	Timely and Valid Data MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Number of Complaints Filed	Number of Complaints Filed MSDE/DEISES		0.00	19.00	No	No further action is required.	28.00	11.00
Number of Complaints Identified with Violations	Number of Complaints Identified with Violations MSDE/DEISES		0.00	15.00	No	Please work with Dispute Resolution staff to ensure any identified noncompliance is corrected as soon as possible but in no case later than one year from notification of findings.	20.00	4.00
Number of Due Process Hearings Filed	Number of Due Process Hearings Filed MSDE		0.00	119.00	No	No further action is required.	70.00	60.00
Number of Due Process Hearings Identified with Violations	Number of Due Process Hearings Identified with Violations MSDE		0.00	0.00	Yes	No further action is required.	0.00	6.00
Fiscal Accountability: Number of Findings Identified	Fiscal Accountability: Number of Findings Identified MSDE		0.00	0.00	Yes	No further action is required.	0.00	3.00
Percentage of Students Taking the Alternate Assessment: Reading	Percentage of Students Taking the Alternate Assessment: Reading MSDE		1.00%	1.18%	No	Target not met. An Improvement plan is required.	1.30%	-
Percentage of Students Taking the Alternate Assessment: Math	Percentage of Students Taking the Alternate Assessment: Math MSDE		1.00%	1.19%	No	Target not met. An Improvement Plan is required.	1.30%	-
Percentage of Students Taking the Alternate Assessment: Science	Percentage of Students Taking the Alternate Assessment: Science MSDE		1.00%	1.03%	No	Target not met. An Improvement Plan is required.	1.30%	-

Number of SWD Restraints	Number of SWD Restraints MSDE	0.00	320.00	No	No further action is required.	611.00	-
Number of SWD Seclusions	Number of SWD Seclusions MSDE	0.00	0.00	Yes	No further action is required.	249.00	-
Significant Disproportionality	Number of Categories Identified for Significant Disproportionality 34 C.F.R. § 300.646	0.00	4.00	No	A Comprehensive Coordinated Early Intervening Services (CCEIS) Plan is required.	1.00	-

June 18, 2024

Mr. Millard House II
Superintendent
Prince George's County Public Schools
14201 School Lane
Upper Marlboro, MD 20772

Dear Mr. House II:

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) 2022 determinations, Prince George's County has achieved the determination status of **Needs Intervention**.

Attached please find supporting documents:

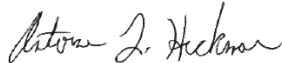
- *FFY 2022 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
- *FFY 2022 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- *FFY 2022 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
- *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 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), Prince George's County has been assigned the **Focused** tier for the delivery of the DEI/SES technical assistance model for results. Please see the *DEI/SES Differentiated Framework: Tiers of Supervision* for more information.

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

Sincerely,



Antoine Hickman, Ed.D.
Assistant State Superintendent
Division of Early Intervention and Special Education Services

Attachments

c: Dr. Carey Wright, State Superintendent of Schools
Dr. Deann Collins, Deputy State Superintendent
Trinell Bowman, Associate Superintendent for Special Education
Karen Andrews, Director of Special Education
MSDE DEI/SES Branch/Section Chiefs

Prince George's County
Annual Data on Part B State Performance Plan (SPP) Priority Indicators
for the Period July 1, 2022 – June 30, 2023 (FFY 2022)

Part B Annual SPP Performance Report								
SPP/APR Indicators			FFY 2022 (SFY 2023)			Action Required	Previous Results	
<div> <div></div> Results Indicator <div></div> Compliance Indicator </div>			State Target	Local Results	Target Met		FFY 2021	FFY 2020
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data indicator) COMAR 13A.03.02.09 COMAR 13A.05.01.01		74.35%	74.51%	Yes	Target met. No further action is required.	72.69%	72.75%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020) COMAR 13A.08.01.07		13.00%	15.06%	No	Target not met. An Improvement Plan is required.	16.99%	5.37%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA. COMAR 13A.05.11.05	Participation – Reading – 4th Grade	95.00%	99.03%	Yes	Target met. No further action is required.	98.03%	-
		Participation – Reading – 8th Grade	95.00%	94.30%	No	Target not met. An Improvement Plan is required.	89.44%	-
		Participation – Reading – High School	95.00%	99.10%	Yes	Target met. No further action is required.	83.45%	-
		Participation – Math – 4th Grade	95.00%	99.23%	Yes	Target met. No further action is required.	97.83%	-
		Participation – Math – 8th Grade	95.00%	93.56%	No	Target not met. An Improvement Plan is required.	87.82%	-
		Participation – Math – High School	95.00%	99.05%	Yes	Target met. No further action is required.	86.72%	-
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	Proficiency Grade Level Standards – Reading – 4th Grade	11.00%	5.85%	No	Target not met. An Improvement Plan is required.	7.10%	2.81%
		Proficiency Grade Level Standards – Reading – 8th Grade	9.00%	7.07%	No	Target not met. An Improvement Plan is required.	7.10%	4.20%
		Proficiency Grade Level Standards – Reading – High School	17.50%	11.21%	No	Target not met. An Improvement Plan is required.	11.67%	8.45%
		Proficiency Grade Level Standards – Math – 4th Grade	14.00%	2.76%	No	Target not met. An Improvement Plan is required.	2.85%	2.37%
		Proficiency Grade Level Standards – Math – 8th Grade	2.50%	1.39%	No	Target not met. An Improvement Plan is required.	2.38%	1.33%
		Proficiency Grade Level Standards – Math – High School	10.50%	1.59%	No	Target not met. An Improvement Plan is required.	1.46%	2.27%
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	Alternate Academic Achievement Standards – Reading – 4th Grade	42.50%	7.23%	No	Target not met. An Improvement Plan is required.	2.50%	4.11%
		Alternate Academic Achievement Standards – Reading – 8th Grade	52.50%	14.41%	No	Target not met. An Improvement Plan is required.	14.29%	-
		Alternate Academic Achievement Standards – Reading – High School	55.50%	97.00%	Yes	Target met. No further action is required.	21.63%	41.94%

		Alternate Academic Achievement Standards – Math – 4th Grade	27.50%	19.28%	No	Target not met. An Improvement Plan is required.	20.99%	0.00%
		Alternate Academic Achievement Standards – Math – 8th Grade	35.50%	8.11%	No	Target not met. An Improvement Plan is required.	6.67%	-
		Alternate Academic Achievement Standards – Math – High School	55.50%	44.44%	No	Target not met. An Improvement Plan is required.	26.53%	37.10%
3D	Gap in Proficiency Rates COMAR 13A.05.11.05	Gap in Proficiency Rates – Reading – 4th Grade	16.50%	30.70%	No	Target not met. Improvement Plan is required.	25.97%	10.63%
		Gap in Proficiency Rates – Reading – 8th Grade	23.50%	30.69%	No	Target not met. Improvement Plan is required.	28.40%	17.02%
		Gap in Proficiency Rates – Reading – High School	47.50%	35.20%	Yes	Target met. No further action is required.	36.27%	40.86%
		Gap in Proficiency Rates – Math – 4th Grade	13.50%	10.95%	Yes	Target met. No further action is required.	7.54%	4.14%
		Gap in Proficiency Rates – Math – 8th Grade	6.21%	7.59%	No	Target not met. Improvement Plan is required.	6.26%	2.36%
		Gap in Proficiency Rates – Math – High School	34.00%	15.36%	Yes	Target met. No further action is required.	14.57%	23.89%
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled COMAR 13A.08.03.03		2.00	0.37	Yes	Target met. No further action is required.	0.37	-
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10		71.25%	73.49%	Yes	Target met. No further action is required.	73.14%	72.97%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		11.50%	15.51%	No	Target not met. An Improvement Plan is required.	14.77%	13.89%
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		6.00%	8.00%	No	Target not met. An Improvement Plan is required.	8.69%	9.20%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		63.00%	51.53%	No	Target not met. An Improvement Plan is required.	57.33%	65.00%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		19.00%	29.11%	No	Target not met. An Improvement Plan is required.	26.71%	19.88%
6C	Students aged 3-5 LRE: Home		0.32%	0.00%	Yes	Target met. No further action is required.	0.00%	0.00%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	SS1 – Social Emotional - Exits with substantial growth	71.00%	67.35%	No	Target not met. An Improvement Plan is required.	71.13%	72.77%
		SS2 – Social Emotional - Exits within age expectations	54.00%	35.99%	No	Target not met. An Improvement Plan is required.	39.32%	43.86%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	SS1 – Knowledge & Skills - Exits with substantial growth	73.50%	78.83%	Yes	Target met. No further action is required.	79.96%	82.02%
		SS2– Knowledge & Skills - Exits within age expectations	52.00%	39.76%	No	Target not met. An Improvement Plan is required.	39.83%	42.25%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	SS1 – Behavior to Meet Needs - Exits with substantial growth	72.50%	61.03%	No	Target not met. An Improvement Plan is required.	65.81%	69.27%
		SS2 – Behavior to Meet Needs - Exits within age expectations	60.50%	44.73%	No	Target not met. An Improvement Plan is required.	46.27%	50.29%

8A	Parent Survey - Preschool Age		85.50%	84.00%	No	Target not met. An Improvement Plan is required.	84.00%	84.00%
8A Response Rate	Parent Survey- Preschool Response Rate		18.00%	21.00%	Yes	Target met. No action is required.	13.00%	25.00%
8B	Parent Survey - School Age		73.00%	61.00%	No	Target not met. An Improvement Plan is required.	65.00%	67.00%
8B Response Rate	Parent Survey - School Age Response Rate		9.00%	4.00%	No	Target not met. An Improvement Plan is required.	5.00%	8.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	Higher Education	25.50%	22.75%	No	Target not met. An Improvement Plan is required.	23.87%	18.86%
		Higher Education or Employed	58.00%	55.86%	No	Target not met. An Improvement Plan is required.	57.14%	48.04%
		Higher Ed, Training, or Employed	58.00%	57.42%	No	Target not met. An Improvement Plan is required.	58.61%	48.53%
4B	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity COMAR 13A.08.01.21	Discrepancy - Black/African American	2.00	2.06	No	Target not met. An Improvement Plan is required.	-	-
		Discrepancy - Hispanic/Latino	2.00	0.79	Yes	Target met. No further action is required.	-	-
		Discrepancy - Two or more races	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - White	2.00	7.38	No	Target not met. An Improvement Plan is required.	-	-
9	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - American Indian/Alaska Native	2.00	1.32	Yes	Target met. No further action is required.	1.16	1.16
		Disproportionate Representation - Asian	2.00	0.62	Yes	Target met. No further action is required.	0.63	0.62
		Disproportionate Representation - Black/African American	2.00	1.46	Yes	Target met. No further action is required.	1.41	1.38
		Disproportionate Representation - Native Hawaiian/Pacific Islander	2.00	0.68	Yes	Target met. No further action is required.	0.63	0.60
		Disproportionate Representation - White	2.00	1.08	Yes	Target met. No further action is required.	1.04	1.17
		Disproportionate Representation - 2 or more races	2.00	0.97	Yes	Target met. No further action is required.	0.91	1.02
		Disproportionate Representation - Hispanic/Latino	2.00	0.69	Yes	Target met. No further action is required.	0.72	0.71
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - Intellectual Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Asian	2.00	0.61	Yes	Target met. No further action required.	0.63	0.61
		Disproportionate Representation - Intellectual Disability - Black/African American	2.00	1.36	Yes	Target met. No further action required.	1.40	1.48

Disproportionate Representation - Emotional Disturbance - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	0.00	0.84
Disproportionate Representation - Emotional Disturbance - Hispanic/Latino	2.00	0.24	Yes	Target met. No further action required.	0.21	0.20
Disproportionate Representation - Speech or Language Impairments - American Indian/Alaska Native	2.00	2.17	No	Target not met. An Improvement Plan is required.	2.17	0.00
Disproportionate Representation - Speech or Language Impairments - Asian	2.00	0.64	Yes	Target met. No further action required.	0.78	0.61
Disproportionate Representation - Speech or Language Impairments - Black/African American	2.00	1.62	Yes	Target met. No further action required.	1.62	1.42
Disproportionate Representation - Speech or Language Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - White	2.00	1.77	Yes	Target met. No further action required.	1.58	2.05
Disproportionate Representation - Speech or Language Impairments - 2 or more races	2.00	1.72	Yes	Target met. No further action required.	1.54	1.58
Disproportionate Representation - Speech or Language Impairments - Hispanic/Latino	2.00	0.50	Yes	Target met. No further action required.	0.51	0.58
Disproportionate Representation - Other Health Impairments - American Indian/Alaska Native	2.00	1.53	Yes	Target met. No further action required.	1.04	0.00
Disproportionate Representation - Other Health Impairments - Asian	2.00	0.29	Yes	Target met. No further action required.	0.28	0.27
Disproportionate Representation - Other Health Impairments - Black/African American	2.00	2.05	No	Target not met. An Improvement Plan is required.	2.03	1.96
Disproportionate Representation - Other Health Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - White	2.00	1.37	Yes	Target met. No further action required.	1.10	1.22
Disproportionate Representation - Other Health Impairments - 2 or more races	2.00	0.80	Yes	Target met. No further action required.	0.95	0.92
Disproportionate Representation - Other Health Impairments - Hispanic/Latino	2.00	0.46	Yes	Target met. No further action required.	0.49	0.50

		Disproportionate Representation - Autism - American Indian/Alaska Native	2.00	1.23	Yes	Target met. No further action required.	0.83	1.12
		Disproportionate Representation - Autism - Asian	2.00	1.35	Yes	Target met. No further action required.	1.32	1.33
		Disproportionate Representation - Autism - Black/African American	2.00	1.94	Yes	Target met. No further action required.	1.91	1.81
		Disproportionate Representation - Autism - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - White	2.00	1.24	Yes	Target met. No further action required.	1.34	1.54
		Disproportionate Representation - Autism - 2 or more races	2.00	1.51	Yes	Target met. No further action required.	1.43	1.54
		Disproportionate Representation - Autism - Hispanic/Latino	2.00	0.41	Yes	Target met. No further action required.	0.41	0.42
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06		100.00%	97.13%	No	Target not met. An Improvement Plan is required.	96.85%	98.17%
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		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
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)		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Correction of Noncompliance	Correction of Noncompliance MSDE		100.00%	0.00%	No	Untimely correction of Indicator 11 and complaint. An Improvement Plan is required.	100.00%	100.00%
Timely and Valid Data	Timely and Valid Data MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Number of Complaints Filed	Number of Complaints Filed MSDE/DEISES		0.00	95.00	No	No further action is required.	71.00	37.00
Number of Complaints Identified with Violations	Number of Complaints Identified with Violations MSDE/DEISES		0.00	70.00	No	Please work with Dispute Resolution staff to ensure any identified noncompliance is corrected as soon as possible but in no case later than one year from notification of findings.	46.00	32.00
Number of Due Process Hearings Filed	Number of Due Process Hearings Filed MSDE		0.00	35.00	No	No further action is required.	29.00	18.00
Number of Due Process Hearings Identified with Violations	Number of Due Process Hearings Identified with Violations MSDE		0.00	0.00	Yes	No further action is required.	0.00	0.00
Fiscal Accountability: Number of Findings Identified	Fiscal Accountability: Number of Findings Identified MSDE		0.00	0.00	Yes	No further action is required.	0.00	0.00
Percentage of Students Taking the Alternate Assessment: Reading	Percentage of Students Taking the Alternate Assessment: Reading MSDE		1.00%	1.02%	No	Target not met. An Improvement plan is required.	1.20%	-

Percentage of Students Taking the Alternate Assessment: Math	Percentage of Students Taking the Alternate Assessment: Math MSDE	1.00%	1.02%	No	Target not met. An Improvement Plan is required.	1.20%	-
Percentage of Students Taking the Alternate Assessment: Science	Percentage of Students Taking the Alternate Assessment: Science MSDE	1.00%	1.16%	No	Target not met. An Improvement Plan is required.	1.80%	-
Number of SWD Restraints	Number of SWD Restraints MSDE	0.00	97.00	No	No further action is required.	83.00	-
Number of SWD Seclusions	Number of SWD Seclusions MSDE	0.00	0.00	Yes	No further action is required.	0.00	-
Significant Disproportionality	Number of Categories Identified for Significant Disproportionality 34 C.F.R. § 300.646	0.00	4.00	No	A Comprehensive Coordinated Early Intervening Services (CCEIS) Plan is required.	1.00	-

June 18, 2024

Dr. Patricia Saelens
Superintendent
Queen Anne's County Board of Educations
202 Chesterfield Avenue
Centerville, 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) 2022 determinations, Queen Anne's County has achieved the determination status of **Meets Requirements**.

Attached please find supporting documents:

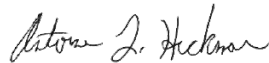
- *FFY 2022 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used)
- *FFY 2022 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- *FFY 2022 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
- *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 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), Queen Anne's County has been assigned the **Universal** tier for the delivery of the DEI/SES technical assistance model for results. Please see the *DEI/SES Differentiated Framework: Tiers of Supervision* for more information.

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

Sincerely,



Antoine Hickman, Ed.D.
Assistant State Superintendent
Division of Early Intervention and Special Education Services

Attachments

c: Dr. Carey Wright, State Superintendent of Schools
Dr. Deann Collins, Deputy State Superintendent
Joeleen Smith, Supervisor of Special Education
MSDE DEI/SES, Branch/Section Chiefs

Queen Anne's County
Annual Data on Part B State Performance Plan (SPP) Priority Indicators
for the Period July 1, 2022 – June 30, 2023 (FFY 2022)

Part B Annual SPP Performance Report								
SPP/APR Indicators ■ Results Indicator ■ Compliance Indicator			FFY 2022 (SFY 2023)			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2021	FFY 2020
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data indicator) COMAR 13A.03.02.09 COMAR 13A.05.01.01		74.35%	75.86%	Yes	Target met. No further action is required.	90.62%	82.05%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020) COMAR 13A.08.01.07		13.00%	6.90%	Yes	Target met. No further action is required.	3.12%	0.00%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA. COMAR 13A.05.11.05	Participation – Reading – 4th Grade	95.00%	100.00%	Yes	Target met. No further action is required.	91.53%	-
		Participation – Reading – 8th Grade	95.00%	98.61%	Yes	Target met. No further action is required.	93.85%	-
		Participation – Reading – High School	95.00%	100.00%	Yes	Target met. No further action is required.	100.00%	-
		Participation – Math – 4th Grade	95.00%	100.00%	Yes	Target met. No further action is required.	91.53%	-
		Participation – Math – 8th Grade	95.00%	97.22%	Yes	Target met. No further action is required.	95.38%	-
		Participation – Math – High School	95.00%	100.00%	Yes	Target met. No further action is required.	95.65%	-
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	Proficiency Grade Level Standards – Reading – 4th Grade	11.00%	25.00%	Yes	Target met. No further action is required.	20.37%	1.59%
		Proficiency Grade Level Standards – Reading – 8th Grade	9.00%	18.18%	Yes	Target met. No further action is required.	10.53%	1.85%
		Proficiency Grade Level Standards – Reading – High School	17.50%	13.79%	No	Target not met. An Improvement Plan is required.	10.34%	9.38%
		Proficiency Grade Level Standards – Math – 4th Grade	14.00%	18.33%	Yes	Target met. No further action is required.	12.96%	0.00%
		Proficiency Grade Level Standards – Math – 8th Grade	2.50%	15.38%	Yes	Target met. No further action is required.	5.17%	0.00%
		Proficiency Grade Level Standards – Math – High School	10.50%	6.67%	No	Target not met. An Improvement Plan is required.	0.00%	6.45%
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	Alternate Academic Achievement Standards – Reading – 4th Grade	42.50%	0.00%	No	Target not met. An Improvement Plan is required.	-	0.00%
		Alternate Academic Achievement Standards – Reading – 8th Grade	52.50%	20.00%	No	Target not met. An Improvement Plan is required.	0.00%	-
		Alternate Academic Achievement Standards – Reading – High School	55.50%	50.00%	No	Target not met. An Improvement Plan is required.	11.11%	100.00%

		Alternate Academic Achievement Standards – Math – 4th Grade	27.50%	0.00%	No	Target not met. An Improvement Plan is required.	-	33.33%
		Alternate Academic Achievement Standards – Math – 8th Grade	35.50%	20.00%	No	Target not met. An Improvement Plan is required.	0.00%	-
		Alternate Academic Achievement Standards – Math – High School	55.50%	50.00%	No	Target not met. An Improvement Plan is required.	11.11%	100.00%
3D	Gap in Proficiency Rates COMAR 13A.05.11.05	Gap in Proficiency Rates – Reading – 4th Grade	16.50%	36.60%	No	Target not met. Improvement Plan is required.	41.98%	24.42%
		Gap in Proficiency Rates – Reading – 8th Grade	23.50%	42.15%	No	Target not met. Improvement Plan is required.	46.12%	30.22%
		Gap in Proficiency Rates – Reading – High School	47.50%	34.38%	Yes	Target met. No further action is required.	37.58%	56.53%
		Gap in Proficiency Rates – Math – 4th Grade	13.50%	28.87%	No	Target not met. Improvement Plan is required.	32.46%	25.50%
		Gap in Proficiency Rates – Math – 8th Grade	6.21%	11.98%	No	Target not met. Improvement Plan is required.	21.26%	5.25%
		Gap in Proficiency Rates – Math – High School	34.00%	34.65%	No	Target not met. Improvement Plan is required.	40.76%	57.85%
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled COMAR 13A.08.03.03		2.00	0.22	Yes	Target met. No further action is required.	0.22	-
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10		71.25%	83.85%	Yes	Target met. No further action is required.	83.95%	85.09%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		11.50%	8.95%	Yes	Target met. No further action is required.	9.74%	8.25%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16		6.00%	1.87%	Yes	Target met. No further action is required.	1.65%	2.03%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		63.00%	75.96%	Yes	Target met. No further action is required.	68.75%	44.44%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		19.00%	0.00%	Yes	Target met. No further action required.	8.33%	25.40%
6C	Students aged 3-5 LRE: Home		0.32%	0.00%	Yes	Target met. No further action is required.	4.17%	1.59%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	SS1 – Social Emotional - Exits with substantial growth	71.00%	78.57%	Yes	Target met. No further action is required.	85.19%	62.07%
		SS2 – Social Emotional - Exits within age expectations	54.00%	43.75%	No	Target not met. An Improvement Plan is required.	43.33%	60.00%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	SS1 – Knowledge & Skills - Exits with substantial growth	73.50%	77.78%	Yes	Target met. No further action is required.	79.31%	65.00%
		SS2– Knowledge & Skills - Exits within age expectations	52.00%	56.25%	Yes	Target met. No further action is required.	30.00%	55.56%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	SS1 – Behavior to Meet Needs - Exits with substantial growth	72.50%	73.91%	Yes	Target met. No further action is required.	84.00%	68.97%
		SS2 – Behavior to Meet Needs - Exits within age expectations	60.50%	68.75%	Yes	Target met. No further action is required.	46.67%	62.22%

8A	Parent Survey - Preschool Age		85.50%	74.00%	No	Target not met. An Improvement Plan is required.	76.00%	88.00%
8A Response Rate	Parent Survey- Preschool Response Rate		18.00%	32.00%	Yes	Target met. No action is required.	27.00%	31.00%
8B	Parent Survey - School Age		73.00%	75.00%	Yes	Target met. No action is required.	76.00%	76.00%
8B Response Rate	Parent Survey - School Age Response Rate		9.00%	18.00%	Yes	Target met. No action is required.	18.00%	24.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	Higher Education	25.50%	-	NA		-	-
		Higher Education or Employed	58.00%	68.97%	Yes	Target met. No further action is required.	75.00%	53.85%
		Higher Ed, Training, or Employed	58.00%	72.41%	Yes	Target met. No further action is required.	75.00%	58.97%
4B	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity COMAR 13A.08.01.21	Discrepancy - Black/African American	2.00	-	NA		-	-
		Discrepancy - Hispanic/Latino	2.00	-	NA		-	-
		Discrepancy - Two or more races	2.00	-	NA		-	-
		Discrepancy - White	2.00	-	NA		-	-
9	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action is required.	0.00	0.00
		Disproportionate Representation - Asian	2.00	1.28	Yes	Target met. No further action is required.	1.48	1.45
		Disproportionate Representation - Black/African American	2.00	1.86	Yes	Target met. No further action is required.	1.86	1.92
		Disproportionate Representation - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action is required.	0.00	0.00
		Disproportionate Representation - White	2.00	0.94	Yes	Target met. No further action is required.	0.95	0.92
		Disproportionate Representation - 2 or more races	2.00	1.04	Yes	Target met. No further action is required.	0.83	0.87
		Disproportionate Representation - Hispanic/Latino	2.00	0.68	Yes	Target met. No further action is required.	0.72	0.70
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - Intellectual Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Black/African American	2.00	2.75	No	Target not met. An Improvement Plan is required.	3.52	3.10
		Disproportionate Representation - Intellectual Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - White	2.00	0.88	Yes	Target met. No further action required.	0.80	0.95

Disproportionate Representation - Intellectual Disability - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Intellectual Disability - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - Asian	2.00	1.71	Yes	Target met. No further action required.	0.00	1.98
Disproportionate Representation - Specific Learning Disability - Black/African American	2.00	2.68	No	Target not met. An Improvement Plan is required.	2.58	2.71
Disproportionate Representation - Specific Learning Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - White	2.00	0.67	Yes	Target met. No further action required.	0.72	0.64
Disproportionate Representation - Specific Learning Disability - 2 or more races	2.00	1.13	Yes	Target met. No further action required.	0.94	1.18
Disproportionate Representation - Specific Learning Disability - Hispanic/Latino	2.00	0.86	Yes	Target met. No further action required.	0.87	0.83
Disproportionate Representation - Emotional Disturbance - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Black/African American	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - White	2.00	1.15	Yes	Target met. No further action required.	0.91	0.51
Disproportionate Representation - Emotional Disturbance - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00

Disproportionate Representation - Speech or Language Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	3.66
Disproportionate Representation - Speech or Language Impairments - Black/African American	2.00	1.12	Yes	Target met. No further action required.	1.01	0.93
Disproportionate Representation - Speech or Language Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - White	2.00	1.31	Yes	Target met. No further action required.	1.25	1.38
Disproportionate Representation - Speech or Language Impairments - 2 or more races	2.00	0.74	Yes	Target met. No further action required.	0.56	0.00
Disproportionate Representation - Speech or Language Impairments - Hispanic/Latino	2.00	0.65	Yes	Target met. No further action required.	0.65	0.75
Disproportionate Representation - Other Health Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - Black/African American	2.00	1.59	Yes	Target met. No further action required.	1.62	1.35
Disproportionate Representation - Other Health Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - White	2.00	1.29	Yes	Target met. No further action required.	1.30	1.16
Disproportionate Representation - Other Health Impairments - 2 or more races	2.00	1.26	Yes	Target met. No further action required.	1.01	1.35
Disproportionate Representation - Other Health Impairments - Hispanic/Latino	2.00	0.33	Yes	Target met. No further action required.	0.35	0.48
Disproportionate Representation - Autism - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Autism - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Autism - Black/African American	2.00	1.92	Yes	Target met. No further action required.	2.64	3.62

		Disproportionate Representation - Autism - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - White	2.00	1.23	Yes	Target met. No further action required.	1.12	0.74
		Disproportionate Representation - Autism - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06		100.00%	99.50%	No	Target not met. An Improvement Plan is required.	99.45%	100.00%
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		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
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)		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Correction of Noncompliance	Correction of Noncompliance MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Timely and Valid Data	Timely and Valid Data MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Number of Complaints Filed	Number of Complaints Filed MSDE/DEISES		0.00	3.00	No	No further action is required.	1.00	1.00
Number of Complaints Identified with Violations	Number of Complaints Identified with Violations MSDE/DEISES		0.00	2.00	No	Please work with Dispute Resolution staff to ensure any identified noncompliance is corrected as soon as possible but in no case later than one year from notification of findings.	0.00	1.00
Number of Due Process Hearings Filed	Number of Due Process Hearings Filed MSDE		0.00	4.00	No	No further action is required.	1.00	1.00
Number of Due Process Hearings Identified with Violations	Number of Due Process Hearings Identified with Violations MSDE		0.00	1.00	No	Please work with Dispute Resolution staff to ensure any identified noncompliance is corrected as soon as possible but in no case later than one year from notification of findings.	0.00	0.00
Fiscal Accountability: Number of Findings Identified	Fiscal Accountability: Number of Findings Identified MSDE		0.00	0.00	Yes	No further action is required.	0.00	0.00
Percentage of Students Taking the Alternate Assessment: Reading	Percentage of Students Taking the Alternate Assessment: Reading MSDE		1.00%	0.67%	Yes	Target met. No further action is required.	0.60%	-
Percentage of Students Taking the Alternate Assessment: Math	Percentage of Students Taking the Alternate Assessment: Math MSDE		1.00%	0.65%	Yes	Target met. No further action is required.	0.60%	-
Percentage of Students Taking the Alternate Assessment: Science	Percentage of Students Taking the Alternate Assessment: Science MSDE		1.00%	1.12%	No	Target not met. An Improvement Plan is required.	1.20%	-
Number of SWD Restraints	Number of SWD Restraints MSDE		0.00	4.00	No	No further action is required.	0.00	-

Number of SWD Seclusions	Number of SWD Seclusions MSDE	0.00	0.00	Yes	No further action is required.	0.00	-
Significant Disproportionality	Number of Categories Identified for Significant Disproportionality 34 C.F.R. § 300.646	0.00	1.00	No	A Comprehensive Coordinated Early Intervening Services (CCEIS) Plan is required.	2.00	-

June 18, 2024

Dr. James S. 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) 2022 determinations, St. Mary's County has achieved the determination status of **Meets Requirements**.

Attached please find supporting documents:


- *FFY 2022 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);
- *FFY 2022 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- *FFY 2022 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
- *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 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), St. Mary's County has been assigned the **Universal** tier for the delivery of the DEI/SES technical assistance model for results. Please see the *DEI/SES Differentiated Framework: Tiers of Supervision* for more information.

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

Sincerely,



Antoine Hickman, Ed.D.
Assistant State Superintendent
Division of Early Intervention and Special Education Services

Attachments

c: Dr. Carey Wright, State Superintendent of Schools
Dr. Deann Collins, Deputy State Superintendent
Audrey Ellis, Director of Special Education
MSDE DEI/SES Branch/Section Chiefs

St. Mary's County
Annual Data on Part B State Performance Plan (SPP) Priority Indicators
for the Period July 1, 2022 – June 30, 2023 (FFY 2022)

Part B Annual SPP Performance Report								
SPP/APR Indicators ■ Results Indicator ■ Compliance Indicator			FFY 2022 (SFY 2023)			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2021	FFY 2020
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data indicator) COMAR 13A.03.02.09 COMAR 13A.05.01.01		74.35%	70.70%	No	Target not met. An Improvement Plan is required.	74.44%	73.87%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020) COMAR 13A.08.01.07		13.00%	25.48%	No	Target not met. An Improvement Plan is required.	18.80%	1.85%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA. COMAR 13A.05.11.05	Participation – Reading – 4th Grade	95.00%	93.90%	No	Target not met. An Improvement Plan is required.	98.66%	-
		Participation – Reading – 8th Grade	95.00%	94.16%	No	Target not met. An Improvement Plan is required.	95.65%	-
		Participation – Reading – High School	95.00%	100.00%	Yes	Target met. No further action is required.	98.37%	-
		Participation – Math – 4th Grade	95.00%	93.90%	No	Target not met. An Improvement Plan is required.	98.66%	-
		Participation – Math – 8th Grade	95.00%	92.70%	No	Target not met. An Improvement Plan is required.	93.17%	-
		Participation – Math – High School	95.00%	100.00%	Yes	Target met. No further action is required.	96.40%	-
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	Proficiency Grade Level Standards – Reading – 4th Grade	11.00%	6.43%	No	Target not met. An Improvement Plan is required.	17.65%	2.82%
		Proficiency Grade Level Standards – Reading – 8th Grade	9.00%	8.55%	No	Target not met. An Improvement Plan is required.	9.79%	6.67%
		Proficiency Grade Level Standards – Reading – High School	17.50%	25.93%	Yes	Target met. No further action is required.	25.93%	15.46%
		Proficiency Grade Level Standards – Math – 4th Grade	14.00%	7.14%	No	Target not met. An Improvement Plan is required.	14.71%	7.04%
		Proficiency Grade Level Standards – Math – 8th Grade	2.50%	3.48%	Yes	Target met. No further action is required.	5.04%	2.04%
		Proficiency Grade Level Standards – Math – High School	10.50%	7.22%	No	Target not met. An Improvement Plan is required.	7.45%	14.94%
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	Alternate Academic Achievement Standards – Reading – 4th Grade	42.50%	7.14%	No	Target not met. An Improvement Plan is required.	9.09%	6.67%
		Alternate Academic Achievement Standards – Reading – 8th Grade	52.50%	33.33%	No	Target not met. An Improvement Plan is required.	27.27%	-

		Alternate Academic Achievement Standards – Reading – High School	55.50%	60.00%	Yes	Target met. No further action is required.	30.77%	42.86%
		Alternate Academic Achievement Standards – Math – 4th Grade	27.50%	21.43%	No	Target not met. An Improvement Plan is required.	0.00%	0.00%
		Alternate Academic Achievement Standards – Math – 8th Grade	35.50%	25.00%	No	Target not met. An Improvement Plan is required.	9.09%	-
		Alternate Academic Achievement Standards – Math – High School	55.50%	60.00%	Yes	Target met. No further action is required.	46.15%	57.14%
3D	Gap in Proficiency Rates COMAR 13A.05.11.05	Gap in Proficiency Rates – Reading – 4th Grade	16.50%	46.13%	No	Target not met. Improvement Plan is required.	36.96%	23.43%
		Gap in Proficiency Rates – Reading – 8th Grade	23.50%	46.78%	No	Target not met. Improvement Plan is required.	39.95%	29.18%
		Gap in Proficiency Rates – Reading – High School	47.50%	35.50%	Yes	Target met. No further action is required.	35.61%	52.90%
		Gap in Proficiency Rates – Math – 4th Grade	13.50%	28.61%	No	Target not met. Improvement Plan is required.	18.49%	18.54%
		Gap in Proficiency Rates – Math – 8th Grade	6.21%	26.04%	No	Target not met. Improvement Plan is required.	21.06%	8.62%
		Gap in Proficiency Rates – Math – High School	34.00%	31.01%	Yes	Target met. No further action is required.	31.31%	43.01%
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled COMAR 13A.08.03.03		2.00	0.06	Yes	Target met. No further action is required.	0.06	-
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10		71.25%	79.91%	Yes	Target met. No further action is required.	79.39%	77.71%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		11.50%	9.09%	Yes	Target met. No further action is required.	8.77%	9.82%
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		6.00%	1.91%	Yes	Target met. No further action is required.	2.08%	2.06%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		63.00%	85.71%	Yes	Target met. No further action is required.	84.62%	74.42%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		19.00%	0.00%	Yes	Target met. No further action required.	0.00%	0.00%
6C	Students aged 3-5 LRE: Home		0.32%	0.00%	Yes	Target met. No further action is required.	0.00%	0.00%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	SS1 – Social Emotional - Exits with substantial growth	71.00%	79.25%	Yes	Target met. No further action is required.	60.00%	55.56%
		SS2 – Social Emotional - Exits within age expectations	54.00%	25.00%	No	Target not met. An Improvement Plan is required.	24.59%	28.12%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	SS1 – Knowledge & Skills - Exits with substantial growth	73.50%	81.13%	Yes	Target met. No further action is required.	60.00%	60.66%
		SS2– Knowledge & Skills - Exits within age expectations	52.00%	32.14%	No	Target not met. An Improvement Plan is required.	31.15%	32.81%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	SS1 – Behavior to Meet Needs - Exits with substantial growth	72.50%	79.25%	Yes	Target met. No further action is required.	63.16%	65.08%

		SS2 – Behavior to Meet Needs - Exits within age expectations	60.50%	35.71%	No	Target not met. An Improvement Plan is required.	45.90%	43.75%
8A	Parent Survey - Preschool Age		85.50%	68.00%	No	Target not met. An Improvement Plan is required.	78.00%	100.00%
8A Response Rate	Parent Survey- Preschool Response Rate		18.00%	42.00%	Yes	Target met. No action is required.	31.00%	28.00%
8B	Parent Survey - School Age		73.00%	72.00%	No	Target not met. An Improvement Plan is required.	68.00%	83.00%
8B Response Rate	Parent Survey - School Age Response Rate		9.00%	25.00%	Yes	Target met. No action is required.	12.00%	9.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	Higher Education	25.50%	18.47%	No	Target not met. An Improvement Plan is required.	18.66%	24.32%
		Higher Education or Employed	58.00%	61.78%	Yes	Target met. No further action is required.	67.16%	56.76%
		Higher Ed, Training, or Employed	58.00%	62.42%	Yes	Target met. No further action is required.	67.16%	56.76%
4B	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity COMAR 13A.08.01.21	Discrepancy - Black/African American	2.00	-	NA		-	-
		Discrepancy - Hispanic/Latino	2.00	-	NA		-	-
		Discrepancy - Two or more races	2.00	-	NA		-	-
		Discrepancy - White	2.00	-	NA		-	-
9	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - American Indian/Alaska Native	2.00	1.09	Yes	Target met. No further action is required.	0.00	0.00
		Disproportionate Representation - Asian	2.00	0.57	Yes	Target met. No further action is required.	0.53	0.37
		Disproportionate Representation - Black/African American	2.00	1.36	Yes	Target met. No further action is required.	1.41	1.44
		Disproportionate Representation - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action is required.	0.00	0.00
		Disproportionate Representation - White	2.00	0.91	Yes	Target met. No further action is required.	0.87	0.82
		Disproportionate Representation - 2 or more races	2.00	0.98	Yes	Target met. No further action is required.	1.01	1.12
		Disproportionate Representation - Hispanic/Latino	2.00	0.76	Yes	Target met. No further action is required.	0.82	0.88
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - Intellectual Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Black/African American	2.00	2.01	No	Target not met. An Improvement Plan is required.	1.72	2.00
		Disproportionate Representation - Intellectual Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00

Disproportionate Representation - Emotional Disturbance - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Asian	2.00	0.90	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Black/African American	2.00	0.92	Yes	Target met. No further action required.	1.17	1.10
Disproportionate Representation - Speech or Language Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - White	2.00	1.11	Yes	Target met. No further action required.	1.07	1.10
Disproportionate Representation - Speech or Language Impairments - 2 or more races	2.00	1.03	Yes	Target met. No further action required.	0.99	0.95
Disproportionate Representation - Speech or Language Impairments - Hispanic/Latino	2.00	0.91	Yes	Target met. No further action required.	0.57	0.72
Disproportionate Representation - Other Health Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - Asian	2.00	0.00	Yes	Target met. No further action required.	0.52	0.00
Disproportionate Representation - Other Health Impairments - Black/African American	2.00	1.27	Yes	Target met. No further action required.	1.35	1.52
Disproportionate Representation - Other Health Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - White	2.00	1.06	Yes	Target met. No further action required.	0.92	0.87
Disproportionate Representation - Other Health Impairments - 2 or more races	2.00	0.99	Yes	Target met. No further action required.	1.05	1.04
Disproportionate Representation - Other Health Impairments - Hispanic/Latino	2.00	0.56	Yes	Target met. No further action required.	0.67	0.65
Disproportionate Representation - Autism - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Autism - Asian	2.00	1.58	Yes	Target met. No further action required.	1.50	0.90

		Disproportionate Representation - Autism - Black/African American	2.00	0.97	Yes	Target met. No further action required.	0.93	1.05
		Disproportionate Representation - Autism - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - White	2.00	0.99	Yes	Target met. No further action required.	0.92	0.85
		Disproportionate Representation - Autism - 2 or more races	2.00	1.24	Yes	Target met. No further action required.	1.09	1.19
		Disproportionate Representation - Autism - Hispanic/Latino	2.00	0.70	Yes	Target met. No further action required.	1.23	1.34
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06		100.00%	99.09%	No	Target not met. An Improvement Plan is required.	97.73%	95.85%
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		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
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)		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Correction of Noncompliance	Correction of Noncompliance MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	0.00%	0.00%
Timely and Valid Data	Timely and Valid Data MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Number of Complaints Filed	Number of Complaints Filed MSDE/DEISES		0.00	3.00	No	No further action is required.	4.00	3.00
Number of Complaints Identified with Violations	Number of Complaints Identified with Violations MSDE/DEISES		0.00	2.00	No	Please work with Dispute Resolution staff to ensure any identified noncompliance is corrected as soon as possible but in no case later than one year from notification of findings.	2.00	2.00
Number of Due Process Hearings Filed	Number of Due Process Hearings Filed MSDE		0.00	5.00	No	No further action is required.	0.00	3.00
Number of Due Process Hearings Identified with Violations	Number of Due Process Hearings Identified with Violations MSDE		0.00	0.00	Yes	No further action is required.	0.00	0.00
Fiscal Accountability: Number of Findings Identified	Fiscal Accountability: Number of Findings Identified MSDE		0.00	0.00	Yes	No further action is required.	1.00	0.00
Percentage of Students Taking the Alternate Assessment: Reading	Percentage of Students Taking the Alternate Assessment: Reading MSDE		1.00%	1.03%	No	Target not met. An Improvement plan is required.	1.00%	-
Percentage of Students Taking the Alternate Assessment: Math	Percentage of Students Taking the Alternate Assessment: Math MSDE		1.00%	1.04%	No	Target not met. An Improvement Plan is required.	1.00%	-
Percentage of Students Taking the Alternate Assessment: Science	Percentage of Students Taking the Alternate Assessment: Science MSDE		1.00%	0.98%	Yes	Target Met No further action is required.	1.00%	-

Number of SWD Restraints	Number of SWD Restraints MSDE	0.00	105.00	No	No further action is required.	52.00	-
Number of SWD Seclusions	Number of SWD Seclusions MSDE	0.00	0.00	Yes	No further action is required.	0.00	-
Significant Disproportionality	Number of Categories Identified for Significant Disproportionality 34 C.F.R. § 300.646	0.00	1.00	No	A Comprehensive Coordinated Early Intervening Services (CCEIS) Plan is required.	0.00	-

June 18, 2024

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

Dear Dr. Gaddis:

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Attached please find supporting documents:

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

Sincerely,



Antoine Hickman, Ed.D.
Assistant State Superintendent
Division of Early Intervention and Special Education Services

Attachments

c: Dr. Carey Wright, State Superintendent of Schools
Dr. Deann Collins, Deputy State Superintendent
Brandy Brady, Supervisor of Special Education
MSDE DEI/SES Branch/Section Chiefs

Somerset County
Annual Data on Part B State Performance Plan (SPP) Priority Indicators
for the Period July 1, 2022 – June 30, 2023 (FFY 2022)

Part B Annual SPP Performance Report								
SPP/APR Indicators			FFY 2022 (SFY 2023)			Action Required	Previous Results	
<div> <div></div> Results Indicator <div></div> Compliance Indicator </div>			State Target	Local Results	Target Met		FFY 2021	FFY 2020
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3A	State Assessment: Participation rates of IEP students in all grades in the LEA. COMAR 13A.05.11.05	Participation – Reading – 4th Grade	95.00%	94.74%	No	Target not met. An Improvement Plan is required.	93.75%	-
		Participation – Reading – 8th Grade	95.00%	97.78%	Yes	Target met. No further action is required.	96.97%	-
		Participation – Reading – High School	95.00%	100.00%	Yes	Target met. No further action is required.	89.47%	-
		Participation – Math – 4th Grade	95.00%	94.74%	No	Target not met. An Improvement Plan is required.	93.75%	-
		Participation – Math – 8th Grade	95.00%	97.73%	Yes	Target met. No further action is required.	96.97%	-
		Participation – Math – High School	95.00%	100.00%	Yes	Target met. No further action is required.	75.00%	-
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	Proficiency Grade Level Standards – Reading – 4th Grade	11.00%	9.09%	No	Target not met. An Improvement Plan is required.	7.41%	6.45%
		Proficiency Grade Level Standards – Reading – 8th Grade	9.00%	7.89%	No	Target not met. An Improvement Plan is required.	0.00%	0.00%
		Proficiency Grade Level Standards – Reading – High School	17.50%	7.69%	No	Target not met. An Improvement Plan is required.	7.69%	8.33%
		Proficiency Grade Level Standards – Math – 4th Grade	14.00%	3.03%	No	Target not met. An Improvement Plan is required.	7.41%	0.00%
		Proficiency Grade Level Standards – Math – 8th Grade	2.50%	2.70%	Yes	Target met. No further action is required.	0.00%	3.45%
		Proficiency Grade Level Standards – Math – High School	10.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	8.33%
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	Alternate Academic Achievement Standards – Reading – 4th Grade	42.50%	0.00%	No	Target not met. An Improvement Plan is required.	33.33%	0.00%
		Alternate Academic Achievement Standards – Reading – 8th Grade	52.50%	0.00%	No	Target not met. An Improvement Plan is required.	25.00%	0.00%
		Alternate Academic Achievement Standards – Reading – High School	55.50%	0.00%	No	Target not met. An Improvement Plan is required.	25.00%	60.00%

		Alternate Academic Achievement Standards – Math – 4th Grade	27.50%	0.00%	No	Target not met. An Improvement Plan is required.	33.33%	0.00%
		Alternate Academic Achievement Standards – Math – 8th Grade	35.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	0.00%
		Alternate Academic Achievement Standards – Math – High School	55.50%	100.00%	Yes	Target met. No further action is required.	50.00%	20.00%
3D	Gap in Proficiency Rates COMAR 13A.05.11.05	Gap in Proficiency Rates – Reading – 4th Grade	16.50%	31.39%	No	Target not met. Improvement Plan is required.	21.64%	12.78%
		Gap in Proficiency Rates – Reading – 8th Grade	23.50%	18.24%	Yes	Target met. No further action is required.	23.20%	13.04%
		Gap in Proficiency Rates – Reading – High School	47.50%	26.95%	Yes	Target met. No further action is required.	27.46%	53.64%
		Gap in Proficiency Rates – Math – 4th Grade	13.50%	17.92%	No	Target not met. Improvement Plan is required.	5.51%	12.90%
		Gap in Proficiency Rates – Math – 8th Grade	6.21%	4.33%	Yes	Target met. No further action is required.	9.84%	1.85%
		Gap in Proficiency Rates – Math – High School	34.00%	16.39%	Yes	Target met. No further action is required.	12.73%	29.70%
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled COMAR 13A.08.03.03		2.00	0.44	Yes	Target met. No further action is required.	0.44	-
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10		71.25%	81.25%	Yes	Target met. No further action is required.	76.03%	71.17%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		11.50%	9.11%	Yes	Target met. No further action is required.	11.60%	13.25%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16		6.00%	1.04%	Yes	Target met. No further action is required.	0.26%	1.56%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		63.00%	93.33%	Yes	Target met. No further action is required.	76.67%	53.33%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		19.00%	0.00%	Yes	Target met. No further action required.	6.67%	6.67%
6C	Students aged 3-5 LRE: Home		0.32%	0.00%	Yes	Target met. No further action is required.	0.00%	6.67%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	SS1 – Social Emotional - Exits with substantial growth	71.00%	46.15%	No	Target not met. An Improvement Plan is required.	58.33%	90.91%
		SS2 – Social Emotional - Exits within age expectations	54.00%	35.71%	No	Target not met. An Improvement Plan is required.	50.00%	58.33%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	SS1 – Knowledge & Skills - Exits with substantial growth	73.50%	46.15%	No	Target not met. An Improvement Plan is required.	75.00%	91.67%
		SS2– Knowledge & Skills - Exits within age expectations	52.00%	21.43%	No	Target not met. An Improvement Plan is required.	33.33%	58.33%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	SS1 – Behavior to Meet Needs - Exits with substantial growth	72.50%	53.85%	No	Target not met. An Improvement Plan is required.	83.33%	90.91%
		SS2 – Behavior to Meet Needs - Exits within age expectations	60.50%	35.71%	No	Target not met. An Improvement Plan is required.	50.00%	58.33%
8A	Parent Survey - Preschool Age		85.50%	-	NA		-	-

8A Response Rate	Parent Survey- Preschool Response Rate		18.00%	16.00%	No	Target not met. An Improvement Plan is required.	12.00%	11.00%
8B	Parent Survey - School Age		73.00%	75.00%	Yes	Target met. No action is required.	84.00%	74.00%
8B Response Rate	Parent Survey - School Age Response Rate		9.00%	10.00%	Yes	Target met. No action is required.	7.00%	8.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	Higher Education	25.50%	14.29%	No	Target not met. An Improvement Plan is required.	-	-
		Higher Education or Employed	58.00%	42.86%	No	Target not met. An Improvement Plan is required.	38.46%	55.56%
		Higher Ed, Training, or Employed	58.00%	47.62%	No	Target not met. An Improvement Plan is required.	38.46%	55.56%
4B	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity COMAR 13A.08.01.21	Discrepancy - Black/African American	2.00	1.99	Yes	Target met. No further action is required.	-	-
		Discrepancy - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - Two or more races	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - White	2.00	0.00	Yes	Target met. No further action is required.	-	-
9	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action is required.	0.00	0.00
		Disproportionate Representation - Asian	2.00	0.00	Yes	Target met. No further action is required.	0.00	0.00
		Disproportionate Representation - Black/African American	2.00	1.14	Yes	Target met. No further action is required.	1.07	1.18
		Disproportionate Representation - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action is required.	0.00	0.00
		Disproportionate Representation - White	2.00	1.01	Yes	Target met. No further action is required.	1.10	1.11
		Disproportionate Representation - 2 or more races	2.00	1.17	Yes	Target met. No further action is required.	1.00	0.80
		Disproportionate Representation - Hispanic/Latino	2.00	0.62	Yes	Target met. No further action is required.	0.63	0.46
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - Intellectual Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Black/African American	2.00	1.25	Yes	Target met. No further action required.	1.37	1.09
		Disproportionate Representation - Intellectual Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - White	2.00	1.00	Yes	Target met. No further action required.	0.98	1.31

Disproportionate Representation - Intellectual Disability - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Intellectual Disability - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - Black/African American	2.00	1.25	Yes	Target met. No further action required.	1.17	1.29
Disproportionate Representation - Specific Learning Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - White	2.00	1.00	Yes	Target met. No further action required.	1.11	1.01
Disproportionate Representation - Specific Learning Disability - 2 or more races	2.00	1.28	Yes	Target met. No further action required.	0.92	1.09
Disproportionate Representation - Specific Learning Disability - Hispanic/Latino	2.00	0.38	Yes	Target met. No further action required.	0.44	0.00
Disproportionate Representation - Emotional Disturbance - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Black/African American	2.00	0.58	Yes	Target met. No further action required.	0.70	1.78
Disproportionate Representation - Emotional Disturbance - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - White	2.00	1.26	Yes	Target met. No further action required.	1.03	0.00
Disproportionate Representation - Emotional Disturbance - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00

Disproportionate Representation - Speech or Language Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Black/African American	2.00	0.99	Yes	Target met. No further action required.	1.02	1.19
Disproportionate Representation - Speech or Language Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - White	2.00	0.86	Yes	Target met. No further action required.	0.87	0.85
Disproportionate Representation - Speech or Language Impairments - 2 or more races	2.00	1.09	Yes	Target met. No further action required.	1.48	1.21
Disproportionate Representation - Speech or Language Impairments - Hispanic/Latino	2.00	1.47	Yes	Target met. No further action required.	1.00	0.81
Disproportionate Representation - Other Health Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - Black/African American	2.00	1.99	Yes	Target met. No further action required.	1.54	1.58
Disproportionate Representation - Other Health Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - White	2.00	0.72	Yes	Target met. No further action required.	0.90	1.02
Disproportionate Representation - Other Health Impairments - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Autism - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Autism - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Autism - Black/African American	2.00	0.78	Yes	Target met. No further action required.	0.72	0.59

		Disproportionate Representation - Autism - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - White	2.00	2.05	No	Target not met. An Improvement Plan is required.	1.69	2.50
		Disproportionate Representation - Autism - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06		100.00%	98.61%	No	Target not met. An Improvement Plan is required.	100.00%	97.83%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday. COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09		100.00%	-	NA		100.00%	-
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)		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Correction of Noncompliance	Correction of Noncompliance MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Timely and Valid Data	Timely and Valid Data MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Number of Complaints Filed	Number of Complaints Filed MSDE/DEISES		0.00	2.00	No	No further action is required.	1.00	1.00
Number of Complaints Identified with Violations	Number of Complaints Identified with Violations MSDE/DEISES		0.00	2.00	No	Please work with Dispute Resolution staff to ensure any identified noncompliance is corrected as soon as possible but in no case later than one year from notification of findings.	1.00	-
Number of Due Process Hearings Filed	Number of Due Process Hearings Filed MSDE		0.00	0.00	Yes	No further action is required.	1.00	0.00
Number of Due Process Hearings Identified with Violations	Number of Due Process Hearings Identified with Violations MSDE		0.00	0.00	Yes	No further action is required.	0.00	0.00
Fiscal Accountability: Number of Findings Identified	Fiscal Accountability: Number of Findings Identified MSDE		0.00	0.00	Yes	No further action is required.	0.00	0.00
Percentage of Students Taking the Alternate Assessment: Reading	Percentage of Students Taking the Alternate Assessment: Reading MSDE		1.00%	1.47%	No	Target not met. An Improvement plan is required.	2.00%	-
Percentage of Students Taking the Alternate Assessment: Math	Percentage of Students Taking the Alternate Assessment: Math MSDE		1.00%	1.47%	No	Target not met. An Improvement Plan is required.	1.90%	-
Percentage of Students Taking the Alternate Assessment: Science	Percentage of Students Taking the Alternate Assessment: Science MSDE		1.00%	1.53%	No	Target not met. An Improvement Plan is required.	2.10%	-
Number of SWD Restraints	Number of SWD Restraints MSDE		0.00	8.00	No	No further action is required.	10.00	-
Number of SWD Seclusions	Number of SWD Seclusions MSDE		0.00	0.00	Yes	No further action is required.	0.00	-

Significant Disproportionality	Number of Categories Identified for Significant Disproportionality 34 C.F.R. § 300.646	0.00	2.00	No	A Comprehensive Coordinated Early Intervening Services (CCEIS) Plan is required.	1.00	-
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June 18, 2024

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) 2022 determinations, Talbot County has achieved the determination status of **Needs Assistance - Year 1**.

Attached please find supporting documents:

- *FFY 2022 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);
- *FFY 2022 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- *FFY 2022 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
- *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 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), Talbot County has been assigned the **Universal** tier for the delivery of the DEI/SES technical assistance model for results. Please see the *DEI/SES Differentiated Framework: Tiers of Supervision* for more information.

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

Sincerely,



Antoine Hickman, Ed.D.
Assistant State Superintendent
Division of Early Intervention and Special Education Services

Attachments

c: Dr. Carey Wright, State Superintendent of Schools
Dr. Deann Collins, Deputy State Superintendent
Kristin Mentges, Director of Special Education
MSDE DEI/SES Branch/Section Chiefs

Talbot County
Annual Data on Part B State Performance Plan (SPP) Priority Indicators
for the Period July 1, 2022 – June 30, 2023 (FFY 2022)

Part B Annual SPP Performance Report								
SPP/APR Indicators Results Indicator Compliance Indicator			FFY 2022 (SFY 2023)			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2021	FFY 2020
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data indicator) COMAR 13A.03.02.09 COMAR 13A.05.01.01		74.35%	83.33%	Yes	Target met. No further action is required.	86.96%	100.00%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020) COMAR 13A.08.01.07		13.00%	6.67%	Yes	Target met. No further action is required.	0.00%	0.00%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA. COMAR 13A.05.11.05	Participation – Reading – 4th Grade	95.00%	100.00%	Yes	Target met. No further action is required.	97.37%	-
		Participation – Reading – 8th Grade	95.00%	100.00%	Yes	Target met. No further action is required.	97.44%	-
		Participation – Reading – High School	95.00%	97.30%	Yes	Target met. No further action is required.	97.14%	-
		Participation – Math – 4th Grade	95.00%	100.00%	Yes	Target met. No further action is required.	97.37%	-
		Participation – Math – 8th Grade	95.00%	100.00%	Yes	Target met. No further action is required.	94.87%	-
		Participation – Math – High School	95.00%	97.14%	Yes	Target met. No further action is required.	100.00%	-
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	Proficiency Grade Level Standards – Reading – 4th Grade	11.00%	6.98%	No	Target not met. An Improvement Plan is required.	5.71%	6.25%
		Proficiency Grade Level Standards – Reading – 8th Grade	9.00%	7.14%	No	Target not met. An Improvement Plan is required.	7.89%	0.00%
		Proficiency Grade Level Standards – Reading – High School	17.50%	20.59%	Yes	Target met. No further action is required.	18.75%	14.29%
		Proficiency Grade Level Standards – Math – 4th Grade	14.00%	2.33%	No	Target not met. An Improvement Plan is required.	2.86%	5.88%
		Proficiency Grade Level Standards – Math – 8th Grade	2.50%	7.14%	Yes	Target met. No further action is required.	2.70%	0.00%
		Proficiency Grade Level Standards – Math – High School	10.50%	6.45%	No	Target not met. An Improvement Plan is required.	6.06%	13.04%

3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	Alternate Academic Achievement Standards – Reading – 4th Grade	42.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	100.00%
		Alternate Academic Achievement Standards – Reading – 8th Grade	52.50%	-	NA		-	-
		Alternate Academic Achievement Standards – Reading – High School	55.50%	0.00%	No	Target not met. An Improvement Plan is required.	50.00%	100.00%
		Alternate Academic Achievement Standards – Math – 4th Grade	27.50%	0.00%	No	Target not met. An Improvement Plan is required.	50.00%	0.00%
		Alternate Academic Achievement Standards – Math – 8th Grade	35.50%	-	NA		-	-
		Alternate Academic Achievement Standards – Math – High School	55.50%	0.00%	No	Target not met. An Improvement Plan is required.	100.00%	66.67%
3D	Gap in Proficiency Rates COMAR 13A.05.11.05	Gap in Proficiency Rates – Reading – 4th Grade	16.50%	36.60%	No	Target not met. Improvement Plan is required.	40.03%	13.83%
		Gap in Proficiency Rates – Reading – 8th Grade	23.50%	36.40%	No	Target not met. Improvement Plan is required.	29.64%	30.22%
		Gap in Proficiency Rates – Reading – High School	47.50%	33.93%	Yes	Target met. No further action is required.	37.22%	54.99%
		Gap in Proficiency Rates – Math – 4th Grade	13.50%	16.39%	No	Target not met. Improvement Plan is required.	22.30%	6.62%
		Gap in Proficiency Rates – Math – 8th Grade	6.21%	11.40%	No	Target not met. Improvement Plan is required.	11.31%	5.26%
		Gap in Proficiency Rates – Math – High School	34.00%	15.94%	Yes	Target met. No further action is required.	16.62%	34.25%
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled COMAR 13A.08.03.03		2.00	0.22	Yes	Target met. No further action is required.	0.22	-
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10		71.25%	83.73%	Yes	Target met. No further action is required.	82.25%	78.69%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		11.50%	8.35%	Yes	Target met. No further action is required.	6.74%	6.78%
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		6.00%	1.93%	Yes	Target met. No further action is required.	1.80%	2.18%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		63.00%	86.25%	Yes	Target met. No further action is required.	84.38%	75.00%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		19.00%	1.25%	Yes	Target met. No further action required.	0.00%	6.67%
6C	Students aged 3-5 LRE: Home		0.32%	5.00%	No	Target not met. An Improvement Plan is required.	3.12%	0.00%

7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	SS1 – Social Emotional - Exits with substantial growth	71.00%	57.14%	No	Target not met. An Improvement Plan is required.	54.55%	66.67%
		SS2 – Social Emotional - Exits within age expectations	54.00%	12.50%	No	Target not met. An Improvement Plan is required.	25.00%	33.33%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	SS1 – Knowledge & Skills - Exits with substantial growth	73.50%	71.43%	No	Target not met. An Improvement Plan is required.	75.00%	66.67%
		SS2– Knowledge & Skills - Exits within age expectations	52.00%	25.00%	No	Target not met. An Improvement Plan is required.	25.00%	0.00%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	SS1 – Behavior to Meet Needs - Exits with substantial growth	72.50%	57.14%	No	Target not met. An Improvement Plan is required.	77.78%	100.00%
		SS2 – Behavior to Meet Needs - Exits within age expectations	60.50%	12.50%	No	Target not met. An Improvement Plan is required.	33.33%	33.33%
8A	Parent Survey - Preschool Age		85.50%	92.00%	Yes	Target met. No action is required.	86.00%	93.00%
8A Response Rate	Parent Survey- Preschool Response Rate		18.00%	27.00%	Yes	Target met. No action is required.	45.00%	27.00%
8B	Parent Survey - School Age		73.00%	81.00%	Yes	Target met. No action is required.	75.00%	69.00%
8B Response Rate	Parent Survey - School Age Response Rate		9.00%	15.00%	Yes	Target met. No action is required.	13.00%	20.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	Higher Education	25.50%	23.33%	No	Target not met. An Improvement Plan is required.	-	-
		Higher Education or Employed	58.00%	73.33%	Yes	Target met. No further action is required.	56.52%	59.09%
		Higher Ed, Training, or Employed	58.00%	73.33%	Yes	Target met. No further action is required.	56.52%	59.09%
4B	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity COMAR 13A.08.01.21	Discrepancy - Black/African American	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - Two or more races	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - White	2.00	0.00	Yes	Target met. No further action is required.	-	-
9	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action is required.	0.00	0.00
		Disproportionate Representation - Asian	2.00	1.19	Yes	Target met. No further action is required.	0.85	1.00

		Disproportionate Representation - Black/African American	2.00	1.52	Yes	Target met. No further action is required.	1.64	1.65
		Disproportionate Representation - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action is required.	0.00	0.00
		Disproportionate Representation - White	2.00	1.10	Yes	Target met. No further action is required.	0.97	0.98
		Disproportionate Representation - 2 or more races	2.00	1.03	Yes	Target met. No further action is required.	1.16	1.06
		Disproportionate Representation - Hispanic/Latino	2.00	0.57	Yes	Target met. No further action is required.	0.64	0.61
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - Intellectual Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Black/African American	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - White	2.00	0.59	Yes	Target met. No further action required.	1.14	0.84
		Disproportionate Representation - Intellectual Disability - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Hispanic/Latino	2.00	1.89	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Specific Learning Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Specific Learning Disability - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Specific Learning Disability - Black/African American	2.00	2.21	No	Target not met. An Improvement Plan is required.	1.99	2.09
		Disproportionate Representation - Specific Learning Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Specific Learning Disability - White	2.00	1.16	Yes	Target met. No further action required.	1.11	0.99
		Disproportionate Representation - Specific Learning Disability - 2 or more races	2.00	1.34	Yes	Target met. No further action required.	1.51	1.12

Disproportionate Representation - Specific Learning Disability - Hispanic/Latino	2.00	0.21	Yes	Target met. No further action required.	0.26	0.38
Disproportionate Representation - Emotional Disturbance - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Black/African American	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - White	2.00	1.14	Yes	Target met. No further action required.	1.77	2.39
Disproportionate Representation - Emotional Disturbance - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Asian	2.00	1.37	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Black/African American	2.00	1.33	Yes	Target met. No further action required.	1.79	2.07
Disproportionate Representation - Speech or Language Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - White	2.00	0.86	Yes	Target met. No further action required.	0.60	0.64
Disproportionate Representation - Speech or Language Impairments - 2 or more races	2.00	0.43	Yes	Target met. No further action required.	0.69	0.81
Disproportionate Representation - Speech or Language Impairments - Hispanic/Latino	2.00	1.13	Yes	Target met. No further action required.	1.45	1.06
Disproportionate Representation - Other Health Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - Black/African American	2.00	1.63	Yes	Target met. No further action required.	1.48	1.34

		Disproportionate Representation - Other Health Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Other Health Impairments - White	2.00	1.24	Yes	Target met. No further action required.	1.26	1.27
		Disproportionate Representation - Other Health Impairments - 2 or more races	2.00	2.24	No	Target not met. An Improvement Plan is required.	2.13	1.58
		Disproportionate Representation - Other Health Impairments - Hispanic/Latino	2.00	0.22	Yes	Target met. No further action required.	0.26	0.45
		Disproportionate Representation - Autism - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - Asian	2.00	5.49	No	Target not met. An Improvement Plan is required.	5.26	5.57
		Disproportionate Representation - Autism - Black/African American	2.00	1.29	Yes	Target met. No further action required.	0.99	0.84
		Disproportionate Representation - Autism - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - White	2.00	1.15	Yes	Target met. No further action required.	1.28	1.09
		Disproportionate Representation - Autism - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.44	0.42
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06		100.00%	97.81%	No	Target not met. An Improvement Plan is required.	97.18%	97.14%
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		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
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)		100.00%	88.00%	No	Target not met. An Improvement Plan is required.	100.00%	100.00%
Correction of Noncompliance	Correction of Noncompliance MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Timely and Valid Data	Timely and Valid Data MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Number of Complaints Filed	Number of Complaints Filed MSDE/DEISES		0.00	0.00	Yes	No further action is required.	1.00	1.00
Number of Complaints Identified with Violations	Number of Complaints Identified with Violations MSDE/DEISES		0.00	0.00	Yes	No further action is required.	0.00	1.00
Number of Due Process Hearings Filed	Number of Due Process Hearings Filed MSDE		0.00	0.00	Yes	No further action is required.	1.00	2.00

Number of Due Process Hearings Identified with Violations	Number of Due Process Hearings Identified with Violations MSDE	0.00	0.00	Yes	No further action is required.	0.00	0.00
Fiscal Accountability: Number of Findings Identified	Fiscal Accountability: Number of Findings Identified MSDE	0.00	0.00	Yes	No further action is required.	1.00	0.00
Percentage of Students Taking the Alternate Assessment: Reading	Percentage of Students Taking the Alternate Assessment: Reading MSDE	1.00%	0.90%	Yes	Target met. No further action is required.	0.60%	-
Percentage of Students Taking the Alternate Assessment: Math	Percentage of Students Taking the Alternate Assessment: Math MSDE	1.00%	0.91%	Yes	Target met. No further action is required.	0.60%	-
Percentage of Students Taking the Alternate Assessment: Science	Percentage of Students Taking the Alternate Assessment: Science MSDE	1.00%	0.87%	Yes	Target Met No further action is required.	1.20%	-
Number of SWD Restraints	Number of SWD Restraints MSDE	0.00	3.00	No	No further action is required.	10.00	-
Number of SWD Seclusions	Number of SWD Seclusions MSDE	0.00	0.00	Yes	No further action is required.	15.00	-
Significant Disproportionality	Number of Categories Identified for Significant Disproportionality 34 C.F.R. § 300.646	0.00	2.00	No	A Comprehensive Coordinated Early Intervening Services (CCEIS) Plan is required.	1.00	-

June 18, 2024

Dr. David T. Sovine
Superintendent
Washington County Public Schools
10435 Downsview 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) 2022 determinations, Washington County has achieved the determination status of **Meets Requirements**.

Attached please find supporting documents:

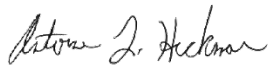
- *FFY 2022 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used;
- *FFY 2022 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- *FFY 2022 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
- *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 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), Washington County has been assigned the **Universal** tier for the delivery of the DEI/SES technical assistance model for results. Please see the *DEI/SES Differentiated Framework: Tiers of Supervision* for more information.

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

Sincerely,



Antoine Hickman, Ed.D.
Assistant State Superintendent
Division of Early Intervention and Special Education Services

Attachments

c: Dr. Carey Wright, State Superintendent of Schools
Dr. Deann Collins, Deputy State Superintendent
Dr. Melissa Brunson, Director of Special Education
MSDE DEI/SES Branch/Section Chiefs

Washington County
Annual Data on Part B State Performance Plan (SPP) Priority Indicators
for the Period July 1, 2022 – June 30, 2023 (FFY 2022)

Part B Annual SPP Performance Report								
SPP/APR Indicators ■ Results Indicator ■ Compliance Indicator			FFY 2022 (SFY 2023)			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2021	FFY 2020
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data indicator) COMAR 13A.03.02.09 COMAR 13A.05.01.01		74.35%	74.31%	No	Target not met. An Improvement Plan is required.	67.32%	69.29%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020) COMAR 13A.08.01.07		13.00%	13.19%	No	Target not met. An Improvement Plan is required.	15.69%	4.19%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA. COMAR 13A.05.11.05	Participation – Reading – 4th Grade	95.00%	98.60%	Yes	Target met. No further action is required.	98.91%	-
		Participation – Reading – 8th Grade	95.00%	94.05%	No	Target not met. An Improvement Plan is required.	92.12%	-
		Participation – Reading – High School	95.00%	100.00%	Yes	Target met. No further action is required.	96.97%	-
		Participation – Math – 4th Grade	95.00%	98.60%	Yes	Target met. No further action is required.	98.36%	-
		Participation – Math – 8th Grade	95.00%	95.24%	Yes	Target met. No further action is required.	92.12%	-
		Participation – Math – High School	95.00%	100.00%	Yes	Target met. No further action is required.	95.79%	-
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	Proficiency Grade Level Standards – Reading – 4th Grade	11.00%	12.83%	Yes	Target met. No further action is required.	13.25%	3.12%
		Proficiency Grade Level Standards – Reading – 8th Grade	9.00%	14.71%	Yes	Target met. No further action is required.	12.70%	4.93%
		Proficiency Grade Level Standards – Reading – High School	17.50%	10.89%	No	Target not met. An Improvement Plan is required.	9.62%	9.43%
		Proficiency Grade Level Standards – Math – 4th Grade	14.00%	10.70%	No	Target not met. An Improvement Plan is required.	12.12%	3.70%
		Proficiency Grade Level Standards – Math – 8th Grade	2.50%	4.35%	Yes	Target met. No further action is required.	5.56%	0.71%
		Proficiency Grade Level Standards – Math – High School	10.50%	3.61%	No	Target not met. An Improvement Plan is required.	2.99%	9.01%
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	Alternate Academic Achievement Standards – Reading – 4th Grade	42.50%	12.50%	No	Target not met. An Improvement Plan is required.	26.67%	20.00%
		Alternate Academic Achievement Standards – Reading – 8th Grade	52.50%	31.82%	No	Target not met. An Improvement Plan is required.	26.92%	7.14%
		Alternate Academic Achievement Standards – Reading – High School	55.50%	69.57%	Yes	Target met. No further action is required.	41.67%	66.67%

		Alternate Academic Achievement Standards – Math – 4th Grade	27.50%	41.67%	Yes	Target met. No further action is required.	60.00%	13.33%
		Alternate Academic Achievement Standards – Math – 8th Grade	35.50%	22.73%	No	Target not met. An Improvement Plan is required.	23.08%	7.14%
		Alternate Academic Achievement Standards – Math – High School	55.50%	82.61%	Yes	Target met. No further action is required.	41.67%	73.33%
3D	Gap in Proficiency Rates COMAR 13A.05.11.05	Gap in Proficiency Rates – Reading – 4th Grade	16.50%	37.66%	No	Target not met. Improvement Plan is required.	38.52%	16.88%
		Gap in Proficiency Rates – Reading – 8th Grade	23.50%	39.65%	No	Target not met. Improvement Plan is required.	37.64%	23.49%
		Gap in Proficiency Rates – Reading – High School	47.50%	47.33%	Yes	Target met. No further action is required.	48.93%	63.25%
		Gap in Proficiency Rates – Math – 4th Grade	13.50%	24.00%	No	Target not met. Improvement Plan is required.	21.56%	14.01%
		Gap in Proficiency Rates – Math – 8th Grade	6.21%	19.75%	No	Target not met. Improvement Plan is required.	20.87%	6.66%
		Gap in Proficiency Rates – Math – High School	34.00%	22.49%	Yes	Target met. No further action is required.	21.58%	41.43%
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled COMAR 13A.08.03.03		2.00	0.39	Yes	Target met. No further action is required.	0.39	-
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10		71.25%	81.06%	Yes	Target met. No further action is required.	81.52%	80.50%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		11.50%	9.28%	Yes	Target met. No further action is required.	8.30%	9.75%
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		6.00%	4.43%	Yes	Target met. No further action is required.	4.52%	4.40%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		63.00%	75.62%	Yes	Target met. No further action is required.	69.23%	69.16%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		19.00%	1.25%	Yes	Target met. No further action required.	1.92%	0.88%
6C	Students aged 3-5 LRE: Home		0.32%	1.25%	No	Target not met. An Improvement Plan is required.	0.96%	0.88%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	SS1 – Social Emotional - Exits with substantial growth	71.00%	48.48%	No	Target not met. An Improvement Plan is required.	51.32%	50.72%
		SS2 – Social Emotional - Exits within age expectations	54.00%	38.46%	No	Target not met. An Improvement Plan is required.	48.04%	39.33%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	SS1 – Knowledge & Skills - Exits with substantial growth	73.50%	63.38%	No	Target not met. An Improvement Plan is required.	56.04%	57.32%
		SS2– Knowledge & Skills - Exits within age expectations	52.00%	42.31%	No	Target not met. An Improvement Plan is required.	40.20%	34.83%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	SS1 – Behavior to Meet Needs - Exits with substantial growth	72.50%	53.03%	No	Target not met. An Improvement Plan is required.	53.75%	52.56%
		SS2 – Behavior to Meet Needs - Exits within age expectations	60.50%	39.74%	No	Target not met. An Improvement Plan is required.	49.02%	43.82%

8A	Parent Survey - Preschool Age		85.50%	84.00%	No	Target not met. An Improvement Plan is required.	82.00%	67.00%
8A Response Rate	Parent Survey- Preschool Response Rate		18.00%	13.00%	No	Target not met. An Improvement Plan is required.	25.00%	31.00%
8B	Parent Survey - School Age		73.00%	74.00%	Yes	Target met. No action is required.	70.00%	68.00%
8B Response Rate	Parent Survey - School Age Response Rate		9.00%	6.00%	No	Target not met. An Improvement Plan is required.	16.00%	18.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	Higher Education	25.50%	17.33%	No	Target not met. An Improvement Plan is required.	15.69%	11.11%
		Higher Education or Employed	58.00%	57.33%	No	Target not met. An Improvement Plan is required.	62.75%	47.92%
		Higher Ed, Training, or Employed	58.00%	59.33%	Yes	Target met. No further action is required.	64.71%	48.61%
4B	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity COMAR 13A.08.01.21	Discrepancy - Black/African American	2.00	2.84	No	Target not met. An Improvement Plan is required.	-	-
		Discrepancy - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - Two or more races	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - White	2.00	0.00	Yes	Target met. No further action is required.	-	-
9	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action is required.	0.00	0.00
		Disproportionate Representation - Asian	2.00	0.40	Yes	Target met. No further action is required.	0.48	0.48
		Disproportionate Representation - Black/African American	2.00	1.26	Yes	Target met. No further action is required.	1.25	1.33
		Disproportionate Representation - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action is required.	0.00	0.00
		Disproportionate Representation - White	2.00	1.04	Yes	Target met. No further action is required.	1.00	0.94
		Disproportionate Representation - 2 or more races	2.00	1.05	Yes	Target met. No further action is required.	1.05	1.09
		Disproportionate Representation - Hispanic/Latino	2.00	0.73	Yes	Target met. No further action is required.	0.79	0.80
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - Intellectual Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Black/African American	2.00	1.05	Yes	Target met. No further action required.	1.21	1.34
		Disproportionate Representation - Intellectual Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00

Disproportionate Representation - Intellectual Disability - White	2.00	0.90	Yes	Target met. No further action required.	1.00	0.89
Disproportionate Representation - Intellectual Disability - 2 or more races	2.00	1.28	Yes	Target met. No further action required.	0.74	0.87
Disproportionate Representation - Intellectual Disability - Hispanic/Latino	2.00	1.08	Yes	Target met. No further action required.	1.10	1.03
Disproportionate Representation - Specific Learning Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - Black/African American	2.00	1.34	Yes	Target met. No further action required.	1.49	1.72
Disproportionate Representation - Specific Learning Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - White	2.00	0.89	Yes	Target met. No further action required.	0.78	0.78
Disproportionate Representation - Specific Learning Disability - 2 or more races	2.00	0.91	Yes	Target met. No further action required.	1.00	0.96
Disproportionate Representation - Specific Learning Disability - Hispanic/Latino	2.00	1.07	Yes	Target met. No further action required.	1.16	1.00
Disproportionate Representation - Emotional Disturbance - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Black/African American	2.00	1.26	Yes	Target met. No further action required.	0.90	1.06
Disproportionate Representation - Emotional Disturbance - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - White	2.00	0.97	Yes	Target met. No further action required.	1.24	1.09
Disproportionate Representation - Emotional Disturbance - 2 or more races	2.00	1.63	Yes	Target met. No further action required.	1.59	1.79

Disproportionate Representation - Emotional Disturbance - Hispanic/Latino	2.00	0.60	Yes	Target met. No further action required.	0.45	0.44
Disproportionate Representation - Speech or Language Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.45
Disproportionate Representation - Speech or Language Impairments - Black/African American	2.00	0.89	Yes	Target met. No further action required.	0.88	1.04
Disproportionate Representation - Speech or Language Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - White	2.00	1.49	Yes	Target met. No further action required.	1.27	1.03
Disproportionate Representation - Speech or Language Impairments - 2 or more races	2.00	0.85	Yes	Target met. No further action required.	0.99	1.16
Disproportionate Representation - Speech or Language Impairments - Hispanic/Latino	2.00	0.59	Yes	Target met. No further action required.	0.81	0.89
Disproportionate Representation - Other Health Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.44
Disproportionate Representation - Other Health Impairments - Black/African American	2.00	1.23	Yes	Target met. No further action required.	1.22	1.17
Disproportionate Representation - Other Health Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - White	2.00	1.22	Yes	Target met. No further action required.	1.16	1.15
Disproportionate Representation - Other Health Impairments - 2 or more races	2.00	1.05	Yes	Target met. No further action required.	1.09	0.99
Disproportionate Representation - Other Health Impairments - Hispanic/Latino	2.00	0.52	Yes	Target met. No further action required.	0.55	0.65
Disproportionate Representation - Autism - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Autism - Asian	2.00	0.89	Yes	Target met. No further action required.	1.19	0.00

		Disproportionate Representation - Autism - Black/African American	2.00	1.64	Yes	Target met. No further action required.	1.74	1.45
		Disproportionate Representation - Autism - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - White	2.00	0.89	Yes	Target met. No further action required.	0.86	0.98
		Disproportionate Representation - Autism - 2 or more races	2.00	1.10	Yes	Target met. No further action required.	1.06	0.90
		Disproportionate Representation - Autism - Hispanic/Latino	2.00	0.61	Yes	Target met. No further action required.	0.55	0.72
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06		100.00%	99.41%	No	Target not met. An Improvement Plan is required.	98.96%	100.00%
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		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
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)		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Correction of Noncompliance	Correction of Noncompliance MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Timely and Valid Data	Timely and Valid Data MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Number of Complaints Filed	Number of Complaints Filed MSDE/DEISES		0.00	2.00	No	No further action is required.	0.00	0.00
Number of Complaints Identified with Violations	Number of Complaints Identified with Violations MSDE/DEISES		0.00	1.00	No	Please work with Dispute Resolution staff to ensure any identified noncompliance is corrected as soon as possible but in no case later than one year from notification of findings.	0.00	-
Number of Due Process Hearings Filed	Number of Due Process Hearings Filed MSDE		0.00	1.00	No	No further action is required.	0.00	4.00
Number of Due Process Hearings Identified with Violations	Number of Due Process Hearings Identified with Violations MSDE		0.00	0.00	Yes	No further action is required.	0.00	0.00
Fiscal Accountability: Number of Findings Identified	Fiscal Accountability: Number of Findings Identified MSDE		0.00	0.00	Yes	No further action is required.	0.00	0.00
Percentage of Students Taking the Alternate Assessment: Reading	Percentage of Students Taking the Alternate Assessment: Reading MSDE		1.00%	1.36%	No	Target not met. An Improvement plan is required.	1.30%	-
Percentage of Students Taking the Alternate Assessment: Math	Percentage of Students Taking the Alternate Assessment: Math MSDE		1.00%	1.37%	No	Target not met. An Improvement Plan is required.	1.30%	-
Percentage of Students Taking the Alternate Assessment: Science	Percentage of Students Taking the Alternate Assessment: Science MSDE		1.00%	1.41%	No	Target not met. An Improvement Plan is required.	1.40%	-

Number of SWD Restraints	Number of SWD Restraints MSDE	0.00	91.00	No	No further action is required.	120.00	-
Number of SWD Seclusions	Number of SWD Seclusions MSDE	0.00	0.00	Yes	No further action is required.	44.00	-
Significant Disproportionality	Number of Categories Identified for Significant Disproportionality 34 C.F.R. § 300.646	0.00	0.00	Yes	No action is required.	0.00	-

June 18, 2024

Dr. Micah C. Stauffer
Superintendent
Wicomico County Public Schools
P. O. Box 1538
2424 Northgate Drive
Salisbury, MD 21802-1538

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) 2022 determinations, Wicomico County has achieved the determination status of **Meets Requirements**.

Attached please find supporting documents:

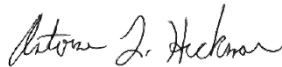
- *FFY 2022 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
- *FFY 2022 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- *FFY 2022 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
- *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 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), Wicomico County has been assigned the **Universal** tier for the delivery of the DEI/SES technical assistance model for results. Please see the *DEI/SES Differentiated Framework: Tiers of Supervision* for more information.

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

Sincerely,



Antoine Hickman, Ed.D.
Assistant State Superintendent
Division of Early Intervention and Special Education Services

Attachments

c: Dr. Carey Wright, State Superintendent of Schools
Dr. Deann Collins, Deputy State Superintendent
Kevin Smith, Director of Special Education
MSDE DEI/SES Branch/Section Chiefs

Wicomico County
Annual Data on Part B State Performance Plan (SPP) Priority Indicators
for the Period July 1, 2022 – June 30, 2023 (FFY 2022)

Part B Annual SPP Performance Report								
SPP/APR Indicators ■ Results Indicator ■ Compliance Indicator			FFY 2022 (SFY 2023)			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2021	FFY 2020
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data indicator) COMAR 13A.03.02.09 COMAR 13A.05.01.01		74.35%	52.29%	No	Target not met. An Improvement Plan is required.	62.96%	62.86%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020) COMAR 13A.08.01.07		13.00%	35.78%	No	Target not met. An Improvement Plan is required.	18.52%	3.85%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA. COMAR 13A.05.11.05	Participation – Reading – 4th Grade	95.00%	100.00%	Yes	Target met. No further action is required.	99.12%	-
		Participation – Reading – 8th Grade	95.00%	94.35%	No	Target not met. An Improvement Plan is required.	93.48%	-
		Participation – Reading – High School	95.00%	100.00%	Yes	Target met. No further action is required.	97.44%	-
		Participation – Math – 4th Grade	95.00%	100.00%	Yes	Target met. No further action is required.	99.12%	-
		Participation – Math – 8th Grade	95.00%	91.94%	No	Target not met. An Improvement Plan is required.	94.20%	-
		Participation – Math – High School	95.00%	100.00%	Yes	Target met. No further action is required.	96.67%	-
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	Proficiency Grade Level Standards – Reading – 4th Grade	11.00%	6.99%	No	Target not met. An Improvement Plan is required.	6.67%	0.91%
		Proficiency Grade Level Standards – Reading – 8th Grade	9.00%	4.85%	No	Target not met. An Improvement Plan is required.	2.80%	4.08%
		Proficiency Grade Level Standards – Reading – High School	17.50%	5.56%	No	Target not met. An Improvement Plan is required.	5.00%	0.00%
		Proficiency Grade Level Standards – Math – 4th Grade	14.00%	7.04%	No	Target not met. An Improvement Plan is required.	3.81%	7.21%
		Proficiency Grade Level Standards – Math – 8th Grade	2.50%	6.00%	Yes	Target met. No further action is required.	0.93%	0.00%
		Proficiency Grade Level Standards – Math – High School	10.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	0.00%
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	Alternate Academic Achievement Standards – Reading – 4th Grade	42.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	7.69%
		Alternate Academic Achievement Standards – Reading – 8th Grade	52.50%	21.43%	No	Target not met. An Improvement Plan is required.	13.64%	0.00%
		Alternate Academic Achievement Standards – Reading – High School	55.50%	36.36%	No	Target not met. An Improvement Plan is required.	6.25%	53.85%

		Alternate Academic Achievement Standards – Math – 4th Grade	27.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	0.00%
		Alternate Academic Achievement Standards – Math – 8th Grade	35.50%	0.00%	No	Target not met. An Improvement Plan is required.	13.64%	0.00%
		Alternate Academic Achievement Standards – Math – High School	55.50%	27.27%	No	Target not met. An Improvement Plan is required.	18.75%	46.15%
3D	Gap in Proficiency Rates COMAR 13A.05.11.05	Gap in Proficiency Rates – Reading – 4th Grade	16.50%	27.48%	No	Target not met. Improvement Plan is required.	34.08%	16.18%
		Gap in Proficiency Rates – Reading – 8th Grade	23.50%	29.04%	No	Target not met. Improvement Plan is required.	27.89%	22.80%
		Gap in Proficiency Rates – Reading – High School	47.50%	35.26%	Yes	Target met. No further action is required.	35.49%	61.58%
		Gap in Proficiency Rates – Math – 4th Grade	13.50%	20.00%	No	Target not met. Improvement Plan is required.	23.56%	8.84%
		Gap in Proficiency Rates – Math – 8th Grade	6.21%	8.77%	No	Target not met. Improvement Plan is required.	10.06%	10.62%
		Gap in Proficiency Rates – Math – High School	34.00%	24.05%	Yes	Target met. No further action is required.	23.84%	52.78%
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled COMAR 13A.08.03.03		2.00	0.10	Yes	Target met. No further action is required.	0.10	-
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10		71.25%	82.98%	Yes	Target met. No further action is required.	82.27%	80.81%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		11.50%	8.61%	Yes	Target met. No further action is required.	8.19%	9.97%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16		6.00%	0.35%	Yes	Target met. No further action is required.	0.68%	0.13%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		63.00%	94.51%	Yes	Target met. No further action is required.	93.85%	71.43%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		19.00%	0.00%	Yes	Target met. No further action required.	0.00%	0.00%
6C	Students aged 3-5 LRE: Home		0.32%	0.00%	Yes	Target met. No further action is required.	0.00%	0.00%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	SS1 – Social Emotional - Exits with substantial growth	71.00%	50.00%	No	Target not met. An Improvement Plan is required.	100.00%	76.19%
		SS2 – Social Emotional - Exits within age expectations	54.00%	50.00%	No	Target not met. An Improvement Plan is required.	0.00%	52.00%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	SS1 – Knowledge & Skills - Exits with substantial growth	73.50%	0.00%	No	Target not met. An Improvement Plan is required.	100.00%	73.68%
		SS2– Knowledge & Skills - Exits within age expectations	52.00%	50.00%	No	Target not met. An Improvement Plan is required.	0.00%	48.00%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	SS1 – Behavior to Meet Needs - Exits with substantial growth	72.50%	0.00%	No	Target not met. An Improvement Plan is required.	100.00%	76.19%
		SS2 – Behavior to Meet Needs - Exits within age expectations	60.50%	50.00%	No	Target not met. An Improvement Plan is required.	0.00%	60.00%
8A	Parent Survey - Preschool Age		85.50%	100.00%	Yes	Target met. No action is required.	-	79.00%

8A Response Rate	Parent Survey- Preschool Response Rate		18.00%	24.00%	Yes	Target met. No action is required.	15.00%	32.00%
8B	Parent Survey - School Age		73.00%	82.00%	Yes	Target met. No action is required.	72.00%	76.00%
8B Response Rate	Parent Survey - School Age Response Rate		9.00%	17.00%	Yes	Target met. No action is required.	10.00%	17.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	Higher Education	25.50%	8.04%	No	Target not met. An Improvement Plan is required.	-	14.68%
		Higher Education or Employed	58.00%	56.25%	No	Target not met. An Improvement Plan is required.	55.56%	50.46%
		Higher Ed, Training, or Employed	58.00%	56.25%	No	Target not met. An Improvement Plan is required.	58.02%	50.46%
4B	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity COMAR 13A.08.01.21	Discrepancy - Black/African American	2.00	1.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - Two or more races	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - White	2.00	0.00	Yes	Target met. No further action is required.	-	-
9	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - American Indian/Alaska Native	2.00	0.84	Yes	Target met. No further action is required.	0.73	0.00
		Disproportionate Representation - Asian	2.00	0.42	Yes	Target met. No further action is required.	0.38	0.31
		Disproportionate Representation - Black/African American	2.00	1.34	Yes	Target met. No further action is required.	1.30	1.34
		Disproportionate Representation - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action is required.	0.00	0.00
		Disproportionate Representation - White	2.00	0.91	Yes	Target met. No further action is required.	0.97	0.95
		Disproportionate Representation - 2 or more races	2.00	1.02	Yes	Target met. No further action is required.	0.92	0.94
		Disproportionate Representation - Hispanic/Latino	2.00	0.72	Yes	Target met. No further action is required.	0.73	0.70
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - Intellectual Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Black/African American	2.00	1.53	Yes	Target met. No further action required.	1.52	1.58
		Disproportionate Representation - Intellectual Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - White	2.00	0.74	Yes	Target met. No further action required.	0.76	0.68

Disproportionate Representation - Intellectual Disability - 2 or more races	2.00	0.85	Yes	Target met. No further action required.	0.70	0.85
Disproportionate Representation - Intellectual Disability - Hispanic/Latino	2.00	0.92	Yes	Target met. No further action required.	1.01	1.04
Disproportionate Representation - Specific Learning Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - Black/African American	2.00	1.76	Yes	Target met. No further action required.	1.76	1.86
Disproportionate Representation - Specific Learning Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - White	2.00	0.78	Yes	Target met. No further action required.	0.73	0.70
Disproportionate Representation - Specific Learning Disability - 2 or more races	2.00	0.68	Yes	Target met. No further action required.	0.74	0.77
Disproportionate Representation - Specific Learning Disability - Hispanic/Latino	2.00	0.75	Yes	Target met. No further action required.	0.83	0.78
Disproportionate Representation - Emotional Disturbance - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Black/African American	2.00	1.18	Yes	Target met. No further action required.	1.31	1.45
Disproportionate Representation - Emotional Disturbance - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - White	2.00	0.71	Yes	Target met. No further action required.	1.11	0.84
Disproportionate Representation - Emotional Disturbance - 2 or more races	2.00	1.92	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00

Disproportionate Representation - Speech or Language Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Black/African American	2.00	0.93	Yes	Target met. No further action required.	0.83	0.80
Disproportionate Representation - Speech or Language Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - White	2.00	1.18	Yes	Target met. No further action required.	1.51	1.53
Disproportionate Representation - Speech or Language Impairments - 2 or more races	2.00	1.25	Yes	Target met. No further action required.	1.07	1.05
Disproportionate Representation - Speech or Language Impairments - Hispanic/Latino	2.00	0.78	Yes	Target met. No further action required.	0.63	0.67
Disproportionate Representation - Other Health Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - Black/African American	2.00	1.37	Yes	Target met. No further action required.	1.36	1.35
Disproportionate Representation - Other Health Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - White	2.00	1.00	Yes	Target met. No further action required.	0.98	1.00
Disproportionate Representation - Other Health Impairments - 2 or more races	2.00	1.41	Yes	Target met. No further action required.	1.22	1.14
Disproportionate Representation - Other Health Impairments - Hispanic/Latino	2.00	0.37	Yes	Target met. No further action required.	0.49	0.47
Disproportionate Representation - Autism - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Autism - Asian	2.00	1.71	Yes	Target met. No further action required.	1.61	1.68
Disproportionate Representation - Autism - Black/African American	2.00	0.98	Yes	Target met. No further action required.	0.90	1.00

		Disproportionate Representation - Autism - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - White	2.00	0.97	Yes	Target met. No further action required.	1.06	1.00
		Disproportionate Representation - Autism - 2 or more races	2.00	0.93	Yes	Target met. No further action required.	1.04	1.15
		Disproportionate Representation - Autism - Hispanic/Latino	2.00	1.06	Yes	Target met. No further action required.	0.98	0.77
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
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		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	-
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)		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Correction of Noncompliance	Correction of Noncompliance MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Timely and Valid Data	Timely and Valid Data MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	0.00%
Number of Complaints Filed	Number of Complaints Filed MSDE/DEISES		0.00	3.00	No	No further action is required.	2.00	1.00
Number of Complaints Identified with Violations	Number of Complaints Identified with Violations MSDE/DEISES		0.00	2.00	No	Please work with Dispute Resolution staff to ensure any identified noncompliance is corrected as soon as possible but in no case later than one year from notification of findings.	0.00	-
Number of Due Process Hearings Filed	Number of Due Process Hearings Filed MSDE		0.00	1.00	No	No further action is required.	0.00	0.00
Number of Due Process Hearings Identified with Violations	Number of Due Process Hearings Identified with Violations MSDE		0.00	0.00	Yes	No further action is required.	0.00	0.00
Fiscal Accountability: Number of Findings Identified	Fiscal Accountability: Number of Findings Identified MSDE		0.00	0.00	Yes	No further action is required.	1.00	0.00
Percentage of Students Taking the Alternate Assessment: Reading	Percentage of Students Taking the Alternate Assessment: Reading MSDE		1.00%	0.86%	Yes	Target met. No further action is required.	1.20%	-
Percentage of Students Taking the Alternate Assessment: Math	Percentage of Students Taking the Alternate Assessment: Math MSDE		1.00%	0.87%	Yes	Target met. No further action is required.	1.20%	-
Percentage of Students Taking the Alternate Assessment: Science	Percentage of Students Taking the Alternate Assessment: Science MSDE		1.00%	1.15%	No	Target not met. An Improvement Plan is required.	1.90%	-
Number of SWD Restraints	Number of SWD Restraints MSDE		0.00	26.00	No	No further action is required.	23.00	-
Number of SWD Seclusions	Number of SWD Seclusions MSDE		0.00	0.00	Yes	No further action is required.	0.00	-

Significant Disproportionality	Number of Categories Identified for Significant Disproportionality 34 C.F.R. § 300.646	0.00	0.00	Yes	No action is required.	0.00	-
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June 18, 2024

Mr. Louis Taylor
Superintendent
Worcester County Public Schools
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) 2022 determinations, Worcester County has achieved the determination status of **Meets Requirements**.

Attached please find supporting documents:

- *FFY 2022 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)
- *FFY 2022 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- *FFY 2022 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
- *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 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), Worcester County has been assigned the **Universal** tier for the delivery of the DEI/SES technical assistance model for results. Please see the *DEI/SES Differentiated Framework: Tiers of Supervision* for more information.

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

Sincerely,

A handwritten signature in cursive script, reading "Antoine L. Hickman".

Antoine Hickman, Ed.D.
Assistant State Superintendent
Division of Early Intervention and Special Education Services

Attachments

c: Dr. Carey Wright, State Superintendent of Schools
Dr. Deann Collins, Deputy State Superintendent
Windy Phillips, Supervisor of Special Education
MSDE DEI/SES Branch/Section Chiefs

Worcester County
Annual Data on Part B State Performance Plan (SPP) Priority Indicators
for the Period July 1, 2022 – June 30, 2023 (FFY 2022)

Part B Annual SPP Performance Report								
SPP/APR Indicators ■ Results Indicator ■ Compliance Indicator			FFY 2022 (SFY 2023)			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2021	FFY 2020
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data indicator) COMAR 13A.03.02.09 COMAR 13A.05.01.01		74.35%	79.37%	Yes	Target met. No further action is required.	82.76%	75.00%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020) COMAR 13A.08.01.07		13.00%	9.52%	Yes	Target met. No further action is required.	3.45%	3.85%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA. COMAR 13A.05.11.05	Participation – Reading – 4th Grade	95.00%	100.00%	Yes	Target met. No further action is required.	100.00%	-
		Participation – Reading – 8th Grade	95.00%	98.28%	Yes	Target met. No further action is required.	100.00%	-
		Participation – Reading – High School	95.00%	94.74%	No	Target not met. An Improvement Plan is required.	95.74%	-
		Participation – Math – 4th Grade	95.00%	100.00%	Yes	Target met. No further action is required.	100.00%	-
		Participation – Math – 8th Grade	95.00%	98.31%	Yes	Target met. No further action is required.	100.00%	-
		Participation – Math – High School	95.00%	97.30%	Yes	Target met. No further action is required.	97.78%	-
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	Proficiency Grade Level Standards – Reading – 4th Grade	11.00%	34.78%	Yes	Target met. No further action is required.	19.05%	9.09%
		Proficiency Grade Level Standards – Reading – 8th Grade	9.00%	23.08%	Yes	Target met. No further action is required.	14.29%	7.50%
		Proficiency Grade Level Standards – Reading – High School	17.50%	2.78%	No	Target not met. An Improvement Plan is required.	2.86%	23.91%
		Proficiency Grade Level Standards – Math – 4th Grade	14.00%	34.78%	Yes	Target met. No further action is required.	11.90%	11.36%
		Proficiency Grade Level Standards – Math – 8th Grade	2.50%	11.32%	Yes	Target met. No further action is required.	7.14%	4.76%
		Proficiency Grade Level Standards – Math – High School	10.50%	2.78%	No	Target not met. An Improvement Plan is required.	2.94%	24.00%

3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	Alternate Academic Achievement Standards – Reading – 4th Grade	42.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	0.00%
		Alternate Academic Achievement Standards – Reading – 8th Grade	52.50%	20.00%	No	Target not met. An Improvement Plan is required.	0.00%	-
		Alternate Academic Achievement Standards – Reading – High School	55.50%	-	NA		10.00%	83.33%
		Alternate Academic Achievement Standards – Math – 4th Grade	27.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	0.00%
		Alternate Academic Achievement Standards – Math – 8th Grade	35.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	-
		Alternate Academic Achievement Standards – Math – High School	55.50%	-	NA		30.00%	66.67%
3D	Gap in Proficiency Rates COMAR 13A.05.11.05	Gap in Proficiency Rates – Reading – 4th Grade	16.50%	35.65%	No	Target not met. Improvement Plan is required.	43.48%	19.55%
		Gap in Proficiency Rates – Reading – 8th Grade	23.50%	46.61%	No	Target not met. Improvement Plan is required.	54.81%	27.67%
		Gap in Proficiency Rates – Reading – High School	47.50%	47.61%	No	Target not met. Improvement Plan is required.	46.19%	54.29%
		Gap in Proficiency Rates – Math – 4th Grade	13.50%	22.17%	No	Target not met. Improvement Plan is required.	23.84%	19.74%
		Gap in Proficiency Rates – Math – 8th Grade	6.21%	40.23%	No	Target not met. Improvement Plan is required.	39.70%	20.07%
		Gap in Proficiency Rates – Math – High School	34.00%	32.34%	Yes	Target met. No further action is required.	30.33%	40.25%
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled COMAR 13A.08.03.03		2.00	-	NA		0.00	-
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10		71.25%	86.54%	Yes	Target met. No further action is required.	84.57%	85.67%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		11.50%	4.38%	Yes	Target met. No further action is required.	3.86%	2.77%
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		6.00%	4.23%	Yes	Target met. No further action is required.	3.71%	4.47%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		63.00%	85.71%	Yes	Target met. No further action is required.	79.76%	77.22%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		19.00%	0.00%	Yes	Target met. No further action required.	1.19%	1.27%
6C	Students aged 3-5 LRE: Home		0.32%	0.00%	Yes	Target met. No further action is required.	0.00%	1.27%

7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	SS1 – Social Emotional - Exits with substantial growth	71.00%	84.00%	Yes	Target met. No further action is required.	100.00%	73.33%
		SS2 – Social Emotional - Exits within age expectations	54.00%	44.83%	No	Target not met. An Improvement Plan is required.	52.17%	47.06%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	SS1 – Knowledge & Skills - Exits with substantial growth	73.50%	96.15%	Yes	Target met. No further action is required.	95.00%	92.86%
		SS2– Knowledge & Skills - Exits within age expectations	52.00%	58.62%	Yes	Target met. No further action is required.	56.52%	64.71%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	SS1 – Behavior to Meet Needs - Exits with substantial growth	72.50%	84.62%	Yes	Target met. No further action is required.	83.33%	87.50%
		SS2 – Behavior to Meet Needs - Exits within age expectations	60.50%	51.72%	No	Target not met. An Improvement Plan is required.	52.17%	52.94%
8A	Parent Survey - Preschool Age		85.50%	92.00%	Yes	Target met. No action is required.	93.00%	85.00%
8A Response Rate	Parent Survey- Preschool Response Rate		18.00%	34.00%	Yes	Target met. No action is required.	41.00%	52.00%
8B	Parent Survey - School Age		73.00%	90.00%	Yes	Target met. No action is required.	90.00%	86.00%
8B Response Rate	Parent Survey - School Age Response Rate		9.00%	14.00%	Yes	Target met. No action is required.	13.00%	17.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	Higher Education	25.50%	26.98%	Yes	Target met. No further action is required.	24.14%	-
		Higher Education or Employed	58.00%	71.43%	Yes	Target met. No further action is required.	74.14%	48.98%
		Higher Ed, Training, or Employed	58.00%	79.37%	Yes	Target met. No further action is required.	74.14%	48.98%
4B	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity COMAR 13A.08.01.21	Discrepancy - Black/African American	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - Two or more races	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - White	2.00	0.00	Yes	Target met. No further action is required.	-	-
9	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action is required.	0.00	0.00
		Disproportionate Representation - Asian	2.00	0.00	Yes	Target met. No further action is required.	0.63	0.63
		Disproportionate Representation - Black/African American	2.00	1.36	Yes	Target met. No further action is required.	1.34	1.33
		Disproportionate Representation - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action is required.	0.00	0.00

		Disproportionate Representation - White	2.00	0.83	Yes	Target met. No further action is required.	0.80	0.83
		Disproportionate Representation - 2 or more races	2.00	1.23	Yes	Target met. No further action is required.	1.16	1.11
		Disproportionate Representation - Hispanic/Latino	2.00	0.87	Yes	Target met. No further action is required.	1.00	0.95
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - Intellectual Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Black/African American	2.00	0.00	Yes	Target met. No further action required.	3.42	3.77
		Disproportionate Representation - Intellectual Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - White	2.00	0.55	Yes	Target met. No further action required.	0.40	0.00
		Disproportionate Representation - Intellectual Disability - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Specific Learning Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Specific Learning Disability - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Specific Learning Disability - Black/African American	2.00	1.70	Yes	Target met. No further action required.	1.86	1.76
		Disproportionate Representation - Specific Learning Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Specific Learning Disability - White	2.00	0.73	Yes	Target met. No further action required.	0.60	0.67
		Disproportionate Representation - Specific Learning Disability - 2 or more races	2.00	1.07	Yes	Target met. No further action required.	1.31	1.11
		Disproportionate Representation - Specific Learning Disability - Hispanic/Latino	2.00	0.97	Yes	Target met. No further action required.	1.04	1.07
		Disproportionate Representation - Emotional Disturbance - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00

Disproportionate Representation - Emotional Disturbance - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Black/African American	2.00	0.00	Yes	Target met. No further action required.	4.05	3.04
Disproportionate Representation - Emotional Disturbance - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - White	2.00	0.22	Yes	Target met. No further action required.	0.48	0.66
Disproportionate Representation - Emotional Disturbance - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Black/African American	2.00	0.31	Yes	Target met. No further action required.	0.32	0.60
Disproportionate Representation - Speech or Language Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - White	2.00	2.30	No	Target not met. An Improvement Plan is required.	1.99	1.80
Disproportionate Representation - Speech or Language Impairments - 2 or more races	2.00	0.88	Yes	Target met. No further action required.	0.56	0.00
Disproportionate Representation - Speech or Language Impairments - Hispanic/Latino	2.00	0.74	Yes	Target met. No further action required.	1.33	1.04
Disproportionate Representation - Other Health Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - Black/African American	2.00	2.15	No	Target not met. An Improvement Plan is required.	1.82	1.45
Disproportionate Representation - Other Health Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - White	2.00	0.65	Yes	Target met. No further action required.	0.65	0.74

		Disproportionate Representation - Other Health Impairments - 2 or more races	2.00	0.99	Yes	Target met. No further action required.	1.11	1.21
		Disproportionate Representation - Other Health Impairments - Hispanic/Latino	2.00	0.68	Yes	Target met. No further action required.	1.03	0.80
		Disproportionate Representation - Autism - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - Black/African American	2.00	1.08	Yes	Target met. No further action required.	1.01	0.77
		Disproportionate Representation - Autism - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - White	2.00	0.77	Yes	Target met. No further action required.	0.83	1.01
		Disproportionate Representation - Autism - 2 or more races	2.00	1.64	Yes	Target met. No further action required.	1.56	1.49
		Disproportionate Representation - Autism - Hispanic/Latino	2.00	1.07	Yes	Target met. No further action required.	0.90	1.02
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06		100.00%	99.52%	No	Target not met. An Improvement Plan is required.	100.00%	98.94%
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		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
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)		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Correction of Noncompliance	Correction of Noncompliance MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Timely and Valid Data	Timely and Valid Data MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Number of Complaints Filed	Number of Complaints Filed MSDE/DEISES		0.00	0.00	Yes	No further action is required.	0.00	1.00
Number of Complaints Identified with Violations	Number of Complaints Identified with Violations MSDE/DEISES		0.00	0.00	Yes	No further action is required.	0.00	-
Number of Due Process Hearings Filed	Number of Due Process Hearings Filed MSDE		0.00	0.00	Yes	No further action is required.	0.00	0.00
Number of Due Process Hearings Identified with Violations	Number of Due Process Hearings Identified with Violations MSDE		0.00	0.00	Yes	No further action is required.	0.00	0.00
Fiscal Accountability: Number of Findings Identified	Fiscal Accountability: Number of Findings Identified MSDE		0.00	0.00	Yes	No further action is required.	0.00	0.00

Percentage of Students Taking the Alternate Assessment: Reading	Percentage of Students Taking the Alternate Assessment: Reading MSDE	1.00%	0.75%	Yes	Target met. No further action is required.	0.99%	-
Percentage of Students Taking the Alternate Assessment: Math	Percentage of Students Taking the Alternate Assessment: Math MSDE	1.00%	0.74%	Yes	Target met. No further action is required.	0.99%	-
Percentage of Students Taking the Alternate Assessment: Science	Percentage of Students Taking the Alternate Assessment: Science MSDE	1.00%	0.53%	Yes	Target Met No further action is required.	1.14%	-
Number of SWD Restraints	Number of SWD Restraints MSDE	0.00	6.00	No	No further action is required.	75.00	-
Number of SWD Seclusions	Number of SWD Seclusions MSDE	0.00	0.00	Yes	No further action is required.	67.00	-
Significant Disproportionality	Number of Categories Identified for Significant Disproportionality 34 C.F.R. § 300.646	0.00	1.00	No	A Comprehensive Coordinated Early Intervening Services (CCEIS) Plan is required.	1.00	-

June 18, 2024

Ms. Kimberly Pogue
Superintendent
Juvenile Services Education Program (JSEP)
217 E. Redwood Street, 22nd floor
Baltimore, MD 21202

Dear Ms. Pogue:

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) 2022 determinations, Juvenile Services Education Program (JSEP) has achieved the determination status of **Meets Requirements**.

Attached please find supporting documents:

- *FFY 2022 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)
- *FFY 2022 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- *FFY 2022 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
- *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 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), Juvenile Services Education Program (JSEP) has been assigned the **Universal** tier for the delivery of the DEI/SES technical assistance model for results. Please see the *DEI/SES Differentiated Framework: Tiers of Supervision* for more information.

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 excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of Juvenile Services Education Program (JSEP) to improve results for children and youth with disabilities and their families. If you have any questions or wish to request technical assistance, please do not hesitate to call me at 410-767-0238.

Sincerely,



Antoine Hickman, Ed.D.
Assistant State Superintendent
Division of Early Intervention and Special Education Services

Attachments

c: Dr. Carey Wright, State Superintendent of Schools
Dr. Deann Collins, Deputy State Superintendent
Shelby Webb, Special Education Coordinator
MSDE DEI/SES Branch/Section Chiefs

Juvenile Services Education Program (JSEP)
Annual Data on Part B State Performance Plan (SPP) Priority Indicators
for the Period July 1, 2022 – June 30, 2023 (FFY 2022)

Part B Annual SPP Performance Report								
SPP/APR Indicators <div>■ Results Indicator ■ Compliance Indicator</div>			FFY 2022 (SFY 2023)			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2021	FFY 2020
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data indicator) COMAR 13A.03.02.09 COMAR 13A.05.01.01		74.35%	-	NA		-	-
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020) COMAR 13A.08.01.07		13.00%	-	NA		-	-
3A	State Assessment: Participation rates of IEP students in all grades in the LEA. COMAR 13A.05.11.05	Participation – Reading – 4th Grade	95.00%	-	NA		-	-
		Participation – Reading – 8th Grade	95.00%	-	NA		-	-
		Participation – Reading – High School	95.00%	-	NA		-	-
		Participation – Math – 4th Grade	95.00%	-	NA		-	-
		Participation – Math – 8th Grade	95.00%	-	NA		-	-
		Participation – Math – High School	95.00%	-	NA		-	-
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	Proficiency Grade Level Standards – Reading – 4th Grade	11.00%	-	NA		-	-
		Proficiency Grade Level Standards – Reading – 8th Grade	9.00%	-	NA		-	-
		Proficiency Grade Level Standards – Reading – High School	17.50%	-	NA		-	-
		Proficiency Grade Level Standards – Math – 4th Grade	14.00%	-	NA		-	-
		Proficiency Grade Level Standards – Math – 8th Grade	2.50%	-	NA		-	-
		Proficiency Grade Level Standards – Math – High School	10.50%	-	NA		-	-
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	Alternate Academic Achievement Standards – Reading – 4th Grade	42.50%	-	NA		-	-
		Alternate Academic Achievement Standards – Reading – 8th Grade	52.50%	-	NA		-	-
		Alternate Academic Achievement Standards – Reading – High School	55.50%	-	NA		-	-
		Alternate Academic Achievement Standards – Math – 4th Grade	27.50%	-	NA		-	-

		Alternate Academic Achievement Standards – Math – 8th Grade	35.50%	-	NA		-	-
		Alternate Academic Achievement Standards – Math – High School	55.50%	-	NA		-	-
3D	Gap in Proficiency Rates COMAR 13A.05.11.05	Gap in Proficiency Rates – Reading – 4th Grade	16.50%	-	NA		-	-
		Gap in Proficiency Rates – Reading – 8th Grade	23.50%	-	NA		-	-
		Gap in Proficiency Rates – Reading – High School	47.50%	-	NA		-	-
		Gap in Proficiency Rates – Math – 4th Grade	13.50%	-	NA		-	-
		Gap in Proficiency Rates – Math – 8th Grade	6.21%	-	NA		-	-
		Gap in Proficiency Rates – Math – High School	34.00%	-	NA		-	-
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled COMAR 13A.08.03.03		2.00	0.00	Yes	Target met. No further action is required.	0.00	-
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10		71.25%	-	NA		-	-
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		11.50%	-	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		6.00%	-	NA		-	-
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		63.00%	-	NA		-	-
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		19.00%	-	NA		-	-
6C	Students aged 3-5 LRE: Home		0.32%	-	NA		-	-
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	SS1 – Social Emotional - Exits with substantial growth	71.00%	-	NA		-	-
		SS2 – Social Emotional - Exits within age expectations	54.00%	-	NA		-	-
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	SS1 – Knowledge & Skills - Exits with substantial growth	73.50%	-	NA		-	-
		SS2– Knowledge & Skills - Exits within age expectations	52.00%	-	NA		-	-
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	SS1 – Behavior to Meet Needs - Exits with substantial growth	72.50%	-	NA		-	-
		SS2 – Behavior to Meet Needs - Exits within age expectations	60.50%	-	NA		-	-
8A	Parent Survey - Preschool Age		85.50%	-	NA		-	-
8A Response Rate	Parent Survey- Preschool Response Rate		18.00%	-	NA		-	-
8B	Parent Survey - School Age		73.00%	67.00%	No	Target not met. An Improvement Plan is required.	80.00%	73.00%

8B Response Rate	Parent Survey - School Age Response Rate		9.00%	55.00%	Yes	Target met. No action is required.	54.00%	33.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	Higher Education	25.50%	-	NA		-	-
		Higher Education or Employed	58.00%	-	NA		-	-
		Higher Ed, Training, or Employed	58.00%	-	NA		-	-
4B	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity COMAR 13A.08.01.21	Discrepancy - Black/African American	2.00	-	NA		-	-
		Discrepancy - Hispanic/Latino	2.00	-	NA		-	-
		Discrepancy - Two or more races	2.00	-	NA		-	-
		Discrepancy - White	2.00	-	NA		-	-
9	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - American Indian/Alaska Native	2.00	-	NA		-	-
		Disproportionate Representation - Asian	2.00	-	NA		-	-
		Disproportionate Representation - Black/African American	2.00	-	NA		-	-
		Disproportionate Representation - Native Hawaiian/Pacific Islander	2.00	-	NA		-	-
		Disproportionate Representation - White	2.00	-	NA		-	-
		Disproportionate Representation - 2 or more races	2.00	-	NA		-	-
		Disproportionate Representation - Hispanic/Latino	2.00	-	NA		-	-
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - Intellectual Disability - American Indian/Alaska Native	2.00	-	NA		-	-
		Disproportionate Representation - Intellectual Disability - Asian	2.00	-	NA		-	-
		Disproportionate Representation - Intellectual Disability - Black/African American	2.00	-	NA		-	-
		Disproportionate Representation - Intellectual Disability - Native Hawaiian/Pacific Islander	2.00	-	NA		-	-
		Disproportionate Representation - Intellectual Disability - White	2.00	-	NA		-	-
		Disproportionate Representation - Intellectual Disability - 2 or more races	2.00	-	NA		-	-
		Disproportionate Representation - Intellectual Disability - Hispanic/Latino	2.00	-	NA		-	-
		Disproportionate Representation - Specific Learning Disability - American Indian/Alaska Native	2.00	-	NA		-	-
		Disproportionate Representation - Specific Learning Disability - Asian	2.00	-	NA		-	-

Disproportionate Representation - Specific Learning Disability - Black/African American	2.00	-	NA		-	-
Disproportionate Representation - Specific Learning Disability - Native Hawaiian/Pacific Islander	2.00	-	NA		-	-
Disproportionate Representation - Specific Learning Disability - White	2.00	-	NA		-	-
Disproportionate Representation - Specific Learning Disability - 2 or more races	2.00	-	NA		-	-
Disproportionate Representation - Specific Learning Disability - Hispanic/Latino	2.00	-	NA		-	-
Disproportionate Representation - Emotional Disturbance - American Indian/Alaska Native	2.00	-	NA		-	-
Disproportionate Representation - Emotional Disturbance - Asian	2.00	-	NA		-	-
Disproportionate Representation - Emotional Disturbance - Black/African American	2.00	-	NA		-	-
Disproportionate Representation - Emotional Disturbance - Native Hawaiian/Pacific Islander	2.00	-	NA		-	-
Disproportionate Representation - Emotional Disturbance - White	2.00	-	NA		-	-
Disproportionate Representation - Emotional Disturbance - 2 or more races	2.00	-	NA		-	-
Disproportionate Representation - Emotional Disturbance - Hispanic/Latino	2.00	-	NA		-	-
Disproportionate Representation - Speech or Language Impairments - American Indian/Alaska Native	2.00	-	NA		-	-
Disproportionate Representation - Speech or Language Impairments - Asian	2.00	-	NA		-	-
Disproportionate Representation - Speech or Language Impairments - Black/African American	2.00	-	NA		-	-
Disproportionate Representation - Speech or Language Impairments - Native Hawaiian/Pacific Islander	2.00	-	NA		-	-
Disproportionate Representation - Speech or Language Impairments - White	2.00	-	NA		-	-
Disproportionate Representation - Speech or Language Impairments - 2 or more races	2.00	-	NA		-	-

	Disproportionate Representation - Speech or Language Impairments - Hispanic/Latino	2.00	-	NA		-	-
	Disproportionate Representation - Other Health Impairments - American Indian/Alaska Native	2.00	-	NA		-	-
	Disproportionate Representation - Other Health Impairments - Asian	2.00	-	NA		-	-
	Disproportionate Representation - Other Health Impairments - Black/African American	2.00	-	NA		-	-
	Disproportionate Representation - Other Health Impairments - Native Hawaiian/Pacific Islander	2.00	-	NA		-	-
	Disproportionate Representation - Other Health Impairments - White	2.00	-	NA		-	-
	Disproportionate Representation - Other Health Impairments - 2 or more races	2.00	-	NA		-	-
	Disproportionate Representation - Other Health Impairments - Hispanic/Latino	2.00	-	NA		-	-
	Disproportionate Representation - Autism - American Indian/Alaska Native	2.00	-	NA		-	-
	Disproportionate Representation - Autism - Asian	2.00	-	NA		-	-
	Disproportionate Representation - Autism - Black/African American	2.00	-	NA		-	-
	Disproportionate Representation - Autism - Native Hawaiian/Pacific Islander	2.00	-	NA		-	-
	Disproportionate Representation - Autism - White	2.00	-	NA		-	-
	Disproportionate Representation - Autism - 2 or more races	2.00	-	NA		-	-
	Disproportionate Representation - Autism - Hispanic/Latino	2.00	-	NA		-	-
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
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	100.00%	-	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)	100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Correction of Noncompliance	Correction of Noncompliance MSDE	100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%

Timely and Valid Data	Timely and Valid Data MSDE	100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Number of Complaints Filed	Number of Complaints Filed MSDE/DEISES	0.00	0.00	Yes	No further action is required.	0.00	4.00
Number of Complaints Identified with Violations	Number of Complaints Identified with Violations MSDE/DEISES	0.00	0.00	Yes	No further action is required.	0.00	1.00
Number of Due Process Hearings Filed	Number of Due Process Hearings Filed MSDE	0.00	0.00	Yes	No further action is required.	0.00	0.00
Number of Due Process Hearings Identified with Violations	Number of Due Process Hearings Identified with Violations MSDE	0.00	0.00	Yes	No further action is required.	0.00	0.00
Fiscal Accountability: Number of Findings Identified	Fiscal Accountability: Number of Findings Identified MSDE	0.00	-	NA		0.00	0.00
Percentage of Students Taking the Alternate Assessment: Reading	Percentage of Students Taking the Alternate Assessment: Reading MSDE	1.00%	-	NA		-	-
Percentage of Students Taking the Alternate Assessment: Math	Percentage of Students Taking the Alternate Assessment: Math MSDE	1.00%	-	NA		-	-
Percentage of Students Taking the Alternate Assessment: Science	Percentage of Students Taking the Alternate Assessment: Science MSDE	1.00%	-	NA		-	-
Number of SWD Restraints	Number of SWD Restraints MSDE	0.00	-	NA		0.00	-
Number of SWD Seclusions	Number of SWD Seclusions MSDE	0.00	-	NA		0.00	-
Significant Disproportionality	Number of Categories Identified for Significant Disproportionality 34 C.F.R. § 300.646	0.00	-	NA		0.00	-

June 18, 2024

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) 2022 determinations, Baltimore City has achieved the determination status of **Needs Assistance - Year 1**.

Attached please find supporting documents:

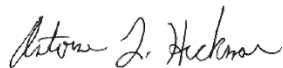
- *FFY 2022 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used)
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To support Maryland's commitment to narrow the opportunity and achievement gaps for students with disabilities and their families, the implementation of the *DEI/SES 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), Baltimore City has been assigned the **Focused** tier for the delivery of the DEI/SES technical assistance model for results. Please see the *DEI/SES Differentiated Framework: Tiers of Supervision* for more information.

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

Sincerely,



Antoine Hickman, Ed.D.
Assistant State Superintendent
Division of Early Intervention and Special Education Services

Attachments

c: Dr. Carey Wright, State Superintendent of Schools
Dr. Deann Collins, Deputy State Superintendent
Denise Mabry, Director of Compliance & Due Process
Erika Dorsey-Ball, Director of Operations & Administrative Services
MSDE DEI/SES Branch/Section Chiefs

Baltimore City
Annual Data on Part B State Performance Plan (SPP) Priority Indicators
for the Period July 1, 2022 – June 30, 2023 (FFY 2022)

Part B Annual SPP Performance Report								
SPP/APR Indicators <div> <div></div> Results Indicator <div></div> Compliance Indicator </div>			FFY 2022 (SFY 2023)			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2021	FFY 2020
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data indicator) COMAR 13A.03.02.09 COMAR 13A.05.01.01		74.35%	52.02%	No	Target not met. An Improvement Plan is required.	52.58%	54.24%
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020) COMAR 13A.08.01.07		13.00%	37.41%	No	Target not met. An Improvement Plan is required.	32.17%	4.70%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA. COMAR 13A.05.11.05	Participation – Reading – 4th Grade	95.00%	98.30%	Yes	Target met. No further action is required.	97.08%	-
		Participation – Reading – 8th Grade	95.00%	95.30%	Yes	Target met. No further action is required.	92.33%	-
		Participation – Reading – High School	95.00%	98.05%	Yes	Target met. No further action is required.	86.71%	-
		Participation – Math – 4th Grade	95.00%	98.42%	Yes	Target met. No further action is required.	96.32%	-
		Participation – Math – 8th Grade	95.00%	94.33%	No	Target not met. An Improvement Plan is required.	90.86%	-
		Participation – Math – High School	95.00%	97.99%	Yes	Target met. No further action is required.	97.31%	-
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	Proficiency Grade Level Standards – Reading – 4th Grade	11.00%	3.43%	No	Target not met. An Improvement Plan is required.	3.05%	1.73%
		Proficiency Grade Level Standards – Reading – 8th Grade	9.00%	4.29%	No	Target not met. An Improvement Plan is required.	2.05%	0.65%
		Proficiency Grade Level Standards – Reading – High School	17.50%	5.66%	No	Target not met. An Improvement Plan is required.	5.39%	3.27%
		Proficiency Grade Level Standards – Math – 4th Grade	14.00%	1.85%	No	Target not met. An Improvement Plan is required.	2.24%	1.62%
		Proficiency Grade Level Standards – Math – 8th Grade	2.50%	0.85%	No	Target not met. An Improvement Plan is required.	0.70%	0.00%
		Proficiency Grade Level Standards – Math – High School	10.50%	0.70%	No	Target not met. An Improvement Plan is required.	1.02%	1.98%
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	Alternate Academic Achievement Standards – Reading – 4th Grade	42.50%	0.00%	No	Target not met. An Improvement Plan is required.	4.55%	30.95%
		Alternate Academic Achievement Standards – Reading – 8th Grade	52.50%	12.96%	No	Target not met. An Improvement Plan is required.	9.68%	0.00%
		Alternate Academic Achievement Standards – Reading – High School	55.50%	39.34%	No	Target not met. An Improvement Plan is required.	10.67%	58.49%

		Alternate Academic Achievement Standards – Math – 4th Grade	27.50%	19.61%	No	Target not met. An Improvement Plan is required.	15.91%	16.22%
		Alternate Academic Achievement Standards – Math – 8th Grade	35.50%	7.41%	No	Target not met. An Improvement Plan is required.	12.70%	0.00%
		Alternate Academic Achievement Standards – Math – High School	55.50%	48.39%	No	Target not met. An Improvement Plan is required.	14.47%	66.04%
3D	Gap in Proficiency Rates COMAR 13A.05.11.05	Gap in Proficiency Rates – Reading – 4th Grade	16.50%	19.58%	No	Target not met. Improvement Plan is required.	17.88%	7.74%
		Gap in Proficiency Rates – Reading – 8th Grade	23.50%	24.25%	No	Target not met. Improvement Plan is required.	19.63%	9.02%
		Gap in Proficiency Rates – Reading – High School	47.50%	34.00%	Yes	Target met. No further action is required.	36.37%	31.81%
		Gap in Proficiency Rates – Math – 4th Grade	13.50%	9.14%	Yes	Target met. No further action is required.	6.68%	4.93%
		Gap in Proficiency Rates – Math – 8th Grade	6.21%	5.99%	Yes	Target met. No further action is required.	5.00%	3.45%
		Gap in Proficiency Rates – Math – High School	34.00%	12.47%	Yes	Target met. No further action is required.	10.65%	14.66%
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled COMAR 13A.08.03.03		2.00	0.72	Yes	Target met. No further action is required.	0.72	-
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10		71.25%	62.21%	No	Target not met. An Improvement Plan is required.	59.94%	57.51%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		11.50%	18.69%	No	Target not met. An Improvement Plan is required.	21.06%	22.50%
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		6.00%	5.24%	Yes	Target met. No further action is required.	5.28%	5.91%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		63.00%	73.01%	Yes	Target met. No further action is required.	68.27%	55.33%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		19.00%	14.10%	Yes	Target met. No further action required.	14.64%	11.83%
6C	Students aged 3-5 LRE: Home		0.32%	0.91%	No	Target not met. An Improvement Plan is required.	1.72%	0.63%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	SS1 – Social Emotional - Exits with substantial growth	71.00%	71.12%	Yes	Target met. No further action is required.	68.16%	64.23%
		SS2 – Social Emotional - Exits within age expectations	54.00%	46.10%	No	Target not met. An Improvement Plan is required.	42.71%	36.96%
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	SS1 – Knowledge & Skills - Exits with substantial growth	73.50%	73.58%	Yes	Target met. No further action is required.	68.40%	63.14%
		SS2– Knowledge & Skills - Exits within age expectations	52.00%	45.78%	No	Target not met. An Improvement Plan is required.	41.67%	37.95%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	SS1 – Behavior to Meet Needs - Exits with substantial growth	72.50%	73.77%	Yes	Target met. No further action is required.	70.98%	64.26%
		SS2 – Behavior to Meet Needs - Exits within age expectations	60.50%	48.70%	No	Target not met. An Improvement Plan is required.	46.18%	41.91%

8A	Parent Survey - Preschool Age		85.50%	68.00%	No	Target not met. An Improvement Plan is required.	78.00%	71.00%
8A Response Rate	Parent Survey- Preschool Response Rate		18.00%	4.00%	No	Target not met. An Improvement Plan is required.	8.00%	9.00%
8B	Parent Survey - School Age		73.00%	62.00%	No	Target not met. An Improvement Plan is required.	64.00%	64.00%
8B Response Rate	Parent Survey - School Age Response Rate		9.00%	2.00%	No	Target not met. An Improvement Plan is required.	3.00%	9.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	Higher Education	25.50%	11.99%	No	Target not met. An Improvement Plan is required.	11.03%	12.35%
		Higher Education or Employed	58.00%	56.61%	No	Target not met. An Improvement Plan is required.	54.36%	47.78%
		Higher Ed, Training, or Employed	58.00%	57.75%	No	Target not met. An Improvement Plan is required.	56.15%	47.78%
4B	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity COMAR 13A.08.01.21	Discrepancy - Black/African American	2.00	2.58	No	Target not met. An Improvement Plan is required.	-	-
		Discrepancy - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - Two or more races	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - White	2.00	0.00	Yes	Target met. No further action is required.	-	-
9	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - American Indian/Alaska Native	2.00	0.75	Yes	Target met. No further action is required.	0.69	-
		Disproportionate Representation - Asian	2.00	0.36	Yes	Target met. No further action is required.	0.30	-
		Disproportionate Representation - Black/African American	2.00	1.77	Yes	Target met. No further action is required.	1.78	-
		Disproportionate Representation - Native Hawaiian/Pacific Islander	2.00	0.78	Yes	Target met. No further action is required.	0.90	-
		Disproportionate Representation - White	2.00	0.93	Yes	Target met. No further action is required.	0.98	-
		Disproportionate Representation - 2 or more races	2.00	0.69	Yes	Target met. No further action is required.	0.55	-
		Disproportionate Representation - Hispanic/Latino	2.00	0.48	Yes	Target met. No further action is required.	0.45	-
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - Intellectual Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Asian	2.00	0.00	Yes	Target met. No further action required.	0.37	0.00
		Disproportionate Representation - Intellectual Disability - Black/African American	2.00	2.58	No	Target not met. An Improvement Plan is required.	2.37	2.28

Disproportionate Representation - Intellectual Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Intellectual Disability - White	2.00	0.47	Yes	Target met. No further action required.	0.57	0.61
Disproportionate Representation - Intellectual Disability - 2 or more races	2.00	0.36	Yes	Target met. No further action required.	0.29	0.39
Disproportionate Representation - Intellectual Disability - Hispanic/Latino	2.00	0.43	Yes	Target met. No further action required.	0.43	0.43
Disproportionate Representation - Specific Learning Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - Black/African American	2.00	1.66	Yes	Target met. No further action required.	1.63	1.61
Disproportionate Representation - Specific Learning Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	1.98	0.00
Disproportionate Representation - Specific Learning Disability - White	2.00	0.86	Yes	Target met. No further action required.	0.94	0.95
Disproportionate Representation - Specific Learning Disability - 2 or more races	2.00	0.59	Yes	Target met. No further action required.	0.46	0.56
Disproportionate Representation - Specific Learning Disability - Hispanic/Latino	2.00	0.59	Yes	Target met. No further action required.	0.56	0.55
Disproportionate Representation - Emotional Disturbance - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Black/African American	2.00	2.36	No	Target not met. An Improvement Plan is required.	2.59	2.56
Disproportionate Representation - Emotional Disturbance - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - White	2.00	1.09	Yes	Target met. No further action required.	1.01	1.01

Disproportionate Representation - Emotional Disturbance - 2 or more races	2.00	0.54	Yes	Target met. No further action required.	0.48	0.38
Disproportionate Representation - Emotional Disturbance - Hispanic/Latino	2.00	0.23	Yes	Target met. No further action required.	0.19	0.17
Disproportionate Representation - Speech or Language Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Black/African American	2.00	0.97	Yes	Target met. No further action required.	1.04	1.00
Disproportionate Representation - Speech or Language Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - White	2.00	1.60	Yes	Target met. No further action required.	1.57	1.53
Disproportionate Representation - Speech or Language Impairments - 2 or more races	2.00	1.47	Yes	Target met. No further action required.	1.13	1.00
Disproportionate Representation - Speech or Language Impairments - Hispanic/Latino	2.00	0.79	Yes	Target met. No further action required.	0.73	0.77
Disproportionate Representation - Other Health Impairments - American Indian/Alaska Native	2.00	1.51	Yes	Target met. No further action required.	1.25	0.94
Disproportionate Representation - Other Health Impairments - Asian	2.00	0.21	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - Black/African American	2.00	2.82	No	Target not met. An Improvement Plan is required.	2.70	2.46
Disproportionate Representation - Other Health Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - White	2.00	0.77	Yes	Target met. No further action required.	0.82	0.90
Disproportionate Representation - Other Health Impairments - 2 or more races	2.00	0.58	Yes	Target met. No further action required.	0.45	0.41
Disproportionate Representation - Other Health Impairments - Hispanic/Latino	2.00	0.23	Yes	Target met. No further action required.	0.23	0.23

		Disproportionate Representation - Autism - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - Asian	2.00	1.35	Yes	Target met. No further action required.	1.23	0.93
		Disproportionate Representation - Autism - Black/African American	2.00	1.59	Yes	Target met. No further action required.	1.43	1.32
		Disproportionate Representation - Autism - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Autism - White	2.00	1.00	Yes	Target met. No further action required.	1.17	1.27
		Disproportionate Representation - Autism - 2 or more races	2.00	0.63	Yes	Target met. No further action required.	0.75	0.86
		Disproportionate Representation - Autism - Hispanic/Latino	2.00	0.51	Yes	Target met. No further action required.	0.51	0.53
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06		100.00%	91.89%	No	Target not met. An Improvement Plan is required.	93.58%	93.26%
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		100.00%	97.22%	No	Target not met. An Improvement Plan is required.	96.30%	84.62%
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)		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Correction of Noncompliance	Correction of Noncompliance MSDE		100.00%	0.00%	No	Untimely correction of Indicator 11. An Improvement Plan is required.	100.00%	100.00%
Timely and Valid Data	Timely and Valid Data MSDE		100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	0.00%
Number of Complaints Filed	Number of Complaints Filed MSDE/DEISES		0.00	19.00	No	No further action is required.	16.00	9.00
Number of Complaints Identified with Violations	Number of Complaints Identified with Violations MSDE/DEISES		0.00	15.00	No	Please work with Dispute Resolution staff to ensure any identified noncompliance is corrected as soon as possible but in no case later than one year from notification of findings.	11.00	2.00
Number of Due Process Hearings Filed	Number of Due Process Hearings Filed MSDE		0.00	18.00	No	No further action is required.	10.00	8.00
Number of Due Process Hearings Identified with Violations	Number of Due Process Hearings Identified with Violations MSDE		0.00	1.00	No	Please work with Dispute Resolution staff to ensure any identified noncompliance is corrected as soon as possible but in no case later than one year from notification of findings.	0.00	0.00
Fiscal Accountability: Number of Findings Identified	Fiscal Accountability: Number of Findings Identified MSDE		0.00	0.00	Yes	No further action is required.	0.00	0.00
Percentage of Students Taking the Alternate Assessment: Reading	Percentage of Students Taking the Alternate Assessment: Reading MSDE		1.00%	1.03%	No	Target not met. An Improvement plan is required.	1.00%	-

Percentage of Students Taking the Alternate Assessment: Math	Percentage of Students Taking the Alternate Assessment: Math MSDE	1.00%	1.03%	No	Target not met. An Improvement Plan is required.	1.10%	-
Percentage of Students Taking the Alternate Assessment: Science	Percentage of Students Taking the Alternate Assessment: Science MSDE	1.00%	1.30%	No	Target not met. An Improvement Plan is required.	1.60%	-
Number of SWD Restraints	Number of SWD Restraints MSDE	0.00	5.00	No	No further action is required.	0.00	-
Number of SWD Seclusions	Number of SWD Seclusions MSDE	0.00	0.00	Yes	No further action is required.	0.00	-
Significant Disproportionality	Number of Categories Identified for Significant Disproportionality 34 C.F.R. § 300.646	0.00	5.00	No	A Comprehensive Coordinated Early Intervening Services (CCEIS) Plan is required.	4.00	-

June 18, 2024

Mr. Kirk Sykes
Head of School
SEED School
200 Font Hill Avenue
Baltimore, Maryland 21223

Dear Mr. Skyes:

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) 2022 determinations, the SEED School has achieved the determination status of **Meets Requirements**.

Attached please find supporting documents:

- *FFY 2022 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);
- *FFY 2022 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- *FFY 2022 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
- *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 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 **SEED School** has been assigned the **Universal** tier for the delivery of the DEI/SES technical assistance model for results. Please see the *DEI/SES Differentiated Framework: Tiers of Supervision* for more information.

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

Sincerely,



Antoine Hickman, Ed.D.
Assistant State Superintendent
Division of Early Intervention and Special Education Services

Attachments

c: Dr. Carey Wright, State Superintendent of Schools
Dr. Deann Collins, Deputy State Superintendent
Nicole Dufour, Special Education Coach
Dr. Tashawna Miller, Director of Academics
MSDE DEI/SES Branch/Section Chiefs

SEED

Annual Data on Part B State Performance Plan (SPP) Priority Indicators
for the Period July 1, 2022 – June 30, 2023 (FFY 2022)

Part B Annual SPP Performance Report								
SPP/APR Indicators ■ Results Indicator ■ Compliance Indicator			FFY 2022 (SFY 2023)			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2021	FFY 2020
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data indicator) COMAR 13A.03.02.09 COMAR 13A.05.01.01		74.35%	88.89%	Yes	Target met. No further action is required.	100.00%	-
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020) COMAR 13A.08.01.07		13.00%	11.11%	Yes	Target met. No further action is required.	0.00%	-
3A	State Assessment: Participation rates of IEP students in all grades in the LEA. COMAR 13A.05.11.05	Participation – Reading – 4th Grade	95.00%	-	NA		-	-
		Participation – Reading – 8th Grade	95.00%	-	NA		80.00%	-
		Participation – Reading – High School	95.00%	100.00%	Yes	Target met. No further action is required.	100.00%	-
		Participation – Math – 4th Grade	95.00%	-	NA		-	-
		Participation – Math – 8th Grade	95.00%	-	NA		80.00%	-
		Participation – Math – High School	95.00%	100.00%	Yes	Target met. No further action is required.	100.00%	-
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	Proficiency Grade Level Standards – Reading – 4th Grade	11.00%	-	NA		-	-
		Proficiency Grade Level Standards – Reading – 8th Grade	9.00%	-	NA		0.00%	-
		Proficiency Grade Level Standards – Reading – High School	17.50%	33.33%	Yes	Target met. No further action is required.	33.33%	-
		Proficiency Grade Level Standards – Math – 4th Grade	14.00%	-	NA		-	-
		Proficiency Grade Level Standards – Math – 8th Grade	2.50%	-	NA		0.00%	-
		Proficiency Grade Level Standards – Math – High School	10.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	-
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	Alternate Academic Achievement Standards – Reading – 4th Grade	42.50%	-	NA		-	-
		Alternate Academic Achievement Standards – Reading – 8th Grade	52.50%	-	NA		-	-

		Alternate Academic Achievement Standards – Reading – High School	55.50%	-	NA		-	-
		Alternate Academic Achievement Standards – Math – 4th Grade	27.50%	-	NA		-	-
		Alternate Academic Achievement Standards – Math – 8th Grade	35.50%	-	NA		-	-
		Alternate Academic Achievement Standards – Math – High School	55.50%	-	NA		-	-
3D	Gap in Proficiency Rates COMAR 13A.05.11.05	Gap in Proficiency Rates – Reading – 4th Grade	16.50%	-	NA		-	-
		Gap in Proficiency Rates – Reading – 8th Grade	23.50%	-	NA		9.30%	-
		Gap in Proficiency Rates – Reading – High School	47.50%	12.50%	Yes	Target met. No further action is required.	13.18%	-
		Gap in Proficiency Rates – Math – 4th Grade	13.50%	-	NA		-	-
		Gap in Proficiency Rates – Math – 8th Grade	6.21%	-	NA		-	-
		Gap in Proficiency Rates – Math – High School	34.00%	3.85%	Yes	Target met. No further action is required.	-	-
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled COMAR 13A.08.03.03		2.00	-	NA		0.00	-
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10		71.25%	100.00%	Yes	Target met. No further action is required.	100.00%	-
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		11.50%	0.00%	Yes	Target met. No further action is required.	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		6.00%	0.00%	Yes	Target met. No further action is required.	0.00%	-
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		63.00%	-	NA		-	-
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		19.00%	-	NA		-	-
6C	Students aged 3-5 LRE: Home		0.32%	-	NA		-	-
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	SS1 – Social Emotional - Exits with substantial growth	71.00%	-	NA		-	-
		SS2 – Social Emotional - Exits within age expectations	54.00%	-	NA		-	-
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	SS1 – Knowledge & Skills - Exits with substantial growth	73.50%	-	NA		-	-
		SS2– Knowledge & Skills - Exits within age expectations	52.00%	-	NA		-	-
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	SS1 – Behavior to Meet Needs - Exits with substantial growth	72.50%	-	NA		-	-
		SS2 – Behavior to Meet Needs - Exits within age expectations	60.50%	-	NA		-	-
8A	Parent Survey - Preschool Age		85.50%	-	NA		-	-
8A Response Rate	Parent Survey- Preschool Response Rate		18.00%	-	NA		-	-

8B	Parent Survey - School Age		73.00%	71.00%	No	Target not met. An Improvement Plan is required.	76.00%	-
8B Response Rate	Parent Survey - School Age Response Rate		9.00%	80.00%	Yes	Target met. No action is required.	100.00%	-
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	Higher Education	25.50%	-	NA		-	-
		Higher Education or Employed	58.00%	-	NA		-	-
		Higher Ed, Training, or Employed	58.00%	-	NA		-	-
4B	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity COMAR 13A.08.01.21	Discrepancy - Black/African American	2.00	2.58	No	Target not met. An Improvement Plan is required.	-	-
		Discrepancy - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - Two or more races	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - White	2.00	0.00	Yes	Target met. No further action is required.	-	-
9	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action is required.	0.00	-
		Disproportionate Representation - Asian	2.00	0.00	Yes	Target met. No further action is required.	0.00	-
		Disproportionate Representation - Black/African American	2.00	0.85	Yes	Target met. No further action is required.	1.39	-
		Disproportionate Representation - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action is required.	0.00	-
		Disproportionate Representation - White	2.00	0.00	Yes	Target met. No further action is required.	0.00	-
		Disproportionate Representation - 2 or more races	2.00	0.00	Yes	Target met. No further action is required.	0.00	-
		Disproportionate Representation - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action is required.	0.00	-
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - Intellectual Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Black/African American	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - White	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00

Disproportionate Representation - Intellectual Disability - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Intellectual Disability - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - Black/African American	2.00	0.93	Yes	Target met. No further action required.	1.95	2.16
Disproportionate Representation - Specific Learning Disability - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - White	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Black/African American	2.00	3.83	No	Target not met. An Improvement Plan is required.	6.86	3.89
Disproportionate Representation - Emotional Disturbance - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - White	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00

Disproportionate Representation - Speech or Language Impairments - Black/African American	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - White	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - Black/African American	2.00	2.69	No	Target not met. An Improvement Plan is required.	2.79	2.91
Disproportionate Representation - Other Health Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - White	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Autism - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Autism - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Autism - Black/African American	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Autism - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Autism - White	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Autism - 2 or more races	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Autism - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00

11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100.00%	100.00%	Yes	Target met. No further action is required.	0.00%	-
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	100.00%	-	NA		100.00%	-
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)	100.00%	40.00%	No	Target not met. An Improvement Plan is required.	90.00%	-
Correction of Noncompliance	Correction of Noncompliance MSDE	100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	-
Timely and Valid Data	Timely and Valid Data MSDE	100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	-
Number of Complaints Filed	Number of Complaints Filed MSDE/DEISES	0.00	0.00	Yes	No further action is required.	0.00	-
Number of Complaints Identified with Violations	Number of Complaints Identified with Violations MSDE/DEISES	0.00	0.00	Yes	No further action is required.	0.00	-
Number of Due Process Hearings Filed	Number of Due Process Hearings Filed MSDE	0.00	0.00	Yes	No further action is required.	0.00	-
Number of Due Process Hearings Identified with Violations	Number of Due Process Hearings Identified with Violations MSDE	0.00	0.00	Yes	No further action is required.	0.00	-
Fiscal Accountability: Number of Findings Identified	Fiscal Accountability: Number of Findings Identified MSDE	0.00	0.00	Yes	No further action is required.	0.00	-
Percentage of Students Taking the Alternate Assessment: Reading	Percentage of Students Taking the Alternate Assessment: Reading MSDE	1.00%	0.00%	Yes	Target met. No further action is required.	0.00%	-
Percentage of Students Taking the Alternate Assessment: Math	Percentage of Students Taking the Alternate Assessment: Math MSDE	1.00%	0.00%	Yes	Target met. No further action is required.	0.00%	-
Percentage of Students Taking the Alternate Assessment: Science	Percentage of Students Taking the Alternate Assessment: Science MSDE	1.00%	0.00%	Yes	Target Met No further action is required.	0.00%	-
Number of SWD Restraints	Number of SWD Restraints MSDE	0.00	0.00	Yes	No further action is required.	0.00	-
Number of SWD Seclusions	Number of SWD Seclusions MSDE	0.00	0.00	Yes	No further action is required.	0.00	-
Significant Disproportionality	Number of Categories Identified for Significant Disproportionality 34 C.F.R. § 300.646	0.00	3.00	No	A Comprehensive Coordinated Early Intervening Services (CCEIS) Plan is required.	2.00	-

June 18, 2024

Mr. W. Robert Hair
Superintendent
MD 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) 2022 determinations, MD School for the Blind has achieved the determination status of **Meets Requirements**.

Attached please find supporting documents:


- *FFY 2022 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);
- *FFY 2022 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- *FFY 2022 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
- *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 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), MD School for the Blind has been assigned the **Universal** tier for the delivery of the DEI/SES technical assistance model for results. Please see the *DEI/SES Differentiated Framework: Tiers of Supervision* for more information.

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 excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of MD 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 me at 410-767-0238.

Sincerely,



Antoine Hickman, Ed.D.
Assistant State Superintendent
Division of Early Intervention and Special Education Services

Attachments

c: Dr. Carey Wright, State Superintendent of Schools
Dr. Deann Collins, Deputy State Superintendent
Dr. Joshua Irzyk, Director of Education
MSDE DEI/SES Branch/Section Chiefs

MD School for the Blind
Annual Data on Part B State Performance Plan (SPP) Priority Indicators
for the Period July 1, 2022 – June 30, 2023 (FFY 2022)

Part B Annual SPP Performance Report								
SPP/APR Indicators <div><div></div> Results Indicator <div></div> Compliance Indicator</div>			FFY 2022 (SFY 2023)			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2021	FFY 2020
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data indicator) COMAR 13A.03.02.09 COMAR 13A.05.01.01		74.35%	-	NA		-	-
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020) COMAR 13A.08.01.07		13.00%	-	NA		-	-
3A	State Assessment: Participation rates of IEP students in all grades in the LEA. COMAR 13A.05.11.05	Participation – Reading – 4th Grade	95.00%	-	NA		-	-
		Participation – Reading – 8th Grade	95.00%	-	NA		-	-
		Participation – Reading – High School	95.00%	-	NA		-	-
		Participation – Math – 4th Grade	95.00%	-	NA		-	-
		Participation – Math – 8th Grade	95.00%	-	NA		-	-
		Participation – Math – High School	95.00%	-	NA		-	-
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	Proficiency Grade Level Standards – Reading – 4th Grade	11.00%	-	NA		-	-
		Proficiency Grade Level Standards – Reading – 8th Grade	9.00%	-	NA		-	-
		Proficiency Grade Level Standards – Reading – High School	17.50%	-	NA		-	-
		Proficiency Grade Level Standards – Math – 4th Grade	14.00%	-	NA		-	-
		Proficiency Grade Level Standards – Math – 8th Grade	2.50%	-	NA		-	-
		Proficiency Grade Level Standards – Math – High School	10.50%	-	NA		-	-
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	Alternate Academic Achievement Standards – Reading – 4th Grade	42.50%	-	NA		-	-
		Alternate Academic Achievement Standards – Reading – 8th Grade	52.50%	-	NA		-	-
		Alternate Academic Achievement Standards – Reading – High School	55.50%	-	NA		-	-

		Alternate Academic Achievement Standards – Math – 4th Grade	27.50%	-	NA		-	-
		Alternate Academic Achievement Standards – Math – 8th Grade	35.50%	-	NA		-	-
		Alternate Academic Achievement Standards – Math – High School	55.50%	-	NA		-	-
3D	Gap in Proficiency Rates COMAR 13A.05.11.05	Gap in Proficiency Rates – Reading – 4th Grade	16.50%	-	NA		-	-
		Gap in Proficiency Rates – Reading – 8th Grade	23.50%	-	NA		-	-
		Gap in Proficiency Rates – Reading – High School	47.50%	-	NA		-	-
		Gap in Proficiency Rates – Math – 4th Grade	13.50%	-	NA		-	-
		Gap in Proficiency Rates – Math – 8th Grade	6.21%	-	NA		-	-
		Gap in Proficiency Rates – Math – High School	34.00%	-	NA		-	-
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled COMAR 13A.08.03.03		2.00	0.00	Yes	Target met. No further action is required.	0.00	-
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10		71.25%	-	NA		-	-
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		11.50%	-	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		6.00%	-	NA		-	-
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		63.00%	100.00%	Yes	Target met. No further action is required.	81.25%	-
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		19.00%	0.00%	Yes	Target met. No further action required.	0.00%	-
6C	Students aged 3-5 LRE: Home		0.32%	0.00%	Yes	Target met. No further action is required.	0.00%	-
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	SS1 – Social Emotional - Exits with substantial growth	71.00%	40.00%	No	Target not met. An Improvement Plan is required.	33.33%	-
		SS2 – Social Emotional - Exits within age expectations	54.00%	20.00%	No	Target not met. An Improvement Plan is required.	14.29%	-
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	SS1 – Knowledge & Skills - Exits with substantial growth	73.50%	68.75%	No	Target not met. An Improvement Plan is required.	33.33%	-
		SS2– Knowledge & Skills - Exits within age expectations	52.00%	55.00%	Yes	Target met. No further action is required.	28.57%	-
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	SS1 – Behavior to Meet Needs - Exits with substantial growth	72.50%	40.00%	No	Target not met. An Improvement Plan is required.	42.86%	-

		SS2 – Behavior to Meet Needs - Exits within age expectations	60.50%	20.00%	No	Target not met. An Improvement Plan is required.	14.29%	-
8A	Parent Survey - Preschool Age		85.50%	91.00%	Yes	Target met. No action is required.	80.00%	-
8A Response Rate	Parent Survey- Preschool Response Rate		18.00%	100.00%	Yes	Target met. No action is required.	92.00%	-
8B	Parent Survey - School Age		73.00%	81.00%	Yes	Target met. No action is required.	79.00%	-
8B Response Rate	Parent Survey - School Age Response Rate		9.00%	22.00%	Yes	Target met. No action is required.	39.00%	-
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	Higher Education	25.50%	-	NA		-	-
		Higher Education or Employed	58.00%	-	NA		-	-
		Higher Ed, Training, or Employed	58.00%	-	NA		-	-
4B	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity COMAR 13A.08.01.21	Discrepancy - Black/African American	2.00	-	NA		-	-
		Discrepancy - Hispanic/Latino	2.00	-	NA		-	-
		Discrepancy - Two or more races	2.00	-	NA		-	-
		Discrepancy - White	2.00	-	NA		-	-
9	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - American Indian/Alaska Native	2.00	-	NA		-	-
		Disproportionate Representation - Asian	2.00	-	NA		-	-
		Disproportionate Representation - Black/African American	2.00	-	NA		-	-
		Disproportionate Representation - Native Hawaiian/Pacific Islander	2.00	-	NA		-	-
		Disproportionate Representation - White	2.00	-	NA		-	-
		Disproportionate Representation - 2 or more races	2.00	-	NA		-	-
		Disproportionate Representation - Hispanic/Latino	2.00	-	NA		-	-
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - Intellectual Disability - American Indian/Alaska Native	2.00	-	NA		-	-
		Disproportionate Representation - Intellectual Disability - Asian	2.00	-	NA		-	-
		Disproportionate Representation - Intellectual Disability - Black/African American	2.00	-	NA		-	-
		Disproportionate Representation - Intellectual Disability - Native Hawaiian/Pacific Islander	2.00	-	NA		-	-
		Disproportionate Representation - Intellectual Disability - White	2.00	-	NA		-	-

Disproportionate Representation - Intellectual Disability - 2 or more races	2.00	-	NA		-	-
Disproportionate Representation - Intellectual Disability - Hispanic/Latino	2.00	-	NA		-	-
Disproportionate Representation - Specific Learning Disability - American Indian/Alaska Native	2.00	-	NA		-	-
Disproportionate Representation - Specific Learning Disability - Asian	2.00	-	NA		-	-
Disproportionate Representation - Specific Learning Disability - Black/African American	2.00	-	NA		-	-
Disproportionate Representation - Specific Learning Disability - Native Hawaiian/Pacific Islander	2.00	-	NA		-	-
Disproportionate Representation - Specific Learning Disability - White	2.00	-	NA		-	-
Disproportionate Representation - Specific Learning Disability - 2 or more races	2.00	-	NA		-	-
Disproportionate Representation - Specific Learning Disability - Hispanic/Latino	2.00	-	NA		-	-
Disproportionate Representation - Emotional Disturbance - American Indian/Alaska Native	2.00	-	NA		-	-
Disproportionate Representation - Emotional Disturbance - Asian	2.00	-	NA		-	-
Disproportionate Representation - Emotional Disturbance - Black/African American	2.00	-	NA		-	-
Disproportionate Representation - Emotional Disturbance - Native Hawaiian/Pacific Islander	2.00	-	NA		-	-
Disproportionate Representation - Emotional Disturbance - White	2.00	-	NA		-	-
Disproportionate Representation - Emotional Disturbance - 2 or more races	2.00	-	NA		-	-
Disproportionate Representation - Emotional Disturbance - Hispanic/Latino	2.00	-	NA		-	-
Disproportionate Representation - Speech or Language Impairments - American Indian/Alaska Native	2.00	-	NA		-	-
Disproportionate Representation - Speech or Language Impairments - Asian	2.00	-	NA		-	-
Disproportionate Representation - Speech or Language Impairments - Black/African American	2.00	-	NA		-	-

	Disproportionate Representation - Speech or Language Impairments - Native Hawaiian/Pacific Islander	2.00	-	NA		-	-
	Disproportionate Representation - Speech or Language Impairments - White	2.00	-	NA		-	-
	Disproportionate Representation - Speech or Language Impairments - 2 or more races	2.00	-	NA		-	-
	Disproportionate Representation - Speech or Language Impairments - Hispanic/Latino	2.00	-	NA		-	-
	Disproportionate Representation - Other Health Impairments - American Indian/Alaska Native	2.00	-	NA		-	-
	Disproportionate Representation - Other Health Impairments - Asian	2.00	-	NA		-	-
	Disproportionate Representation - Other Health Impairments - Black/African American	2.00	-	NA		-	-
	Disproportionate Representation - Other Health Impairments - Native Hawaiian/Pacific Islander	2.00	-	NA		-	-
	Disproportionate Representation - Other Health Impairments - White	2.00	-	NA		-	-
	Disproportionate Representation - Other Health Impairments - 2 or more races	2.00	-	NA		-	-
	Disproportionate Representation - Other Health Impairments - Hispanic/Latino	2.00	-	NA		-	-
	Disproportionate Representation - Autism - American Indian/Alaska Native	2.00	-	NA		-	-
	Disproportionate Representation - Autism - Asian	2.00	-	NA		-	-
	Disproportionate Representation - Autism - Black/African American	2.00	-	NA		-	-
	Disproportionate Representation - Autism - Native Hawaiian/Pacific Islander	2.00	-	NA		-	-
	Disproportionate Representation - Autism - White	2.00	-	NA		-	-
	Disproportionate Representation - Autism - 2 or more races	2.00	-	NA		-	-
	Disproportionate Representation - Autism - Hispanic/Latino	2.00	-	NA		-	-
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100.00%	100.00%	Yes	Target met. No further action is required.	75.00%	-

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	100.00%	-	NA		100.00%	-
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)	100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	-
Correction of Noncompliance	Correction of Noncompliance MSDE	100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	-
Timely and Valid Data	Timely and Valid Data MSDE	100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	-
Number of Complaints Filed	Number of Complaints Filed MSDE/DEISES	0.00	0.00	Yes	No further action is required.	0.00	-
Number of Complaints Identified with Violations	Number of Complaints Identified with Violations MSDE/DEISES	0.00	0.00	Yes	No further action is required.	0.00	-
Number of Due Process Hearings Filed	Number of Due Process Hearings Filed MSDE	0.00	0.00	Yes	No further action is required.	0.00	-
Number of Due Process Hearings Identified with Violations	Number of Due Process Hearings Identified with Violations MSDE	0.00	0.00	Yes	No further action is required.	0.00	-
Fiscal Accountability: Number of Findings Identified	Fiscal Accountability: Number of Findings Identified MSDE	0.00	0.00	Yes	No further action is required.	0.00	-
Percentage of Students Taking the Alternate Assessment: Reading	Percentage of Students Taking the Alternate Assessment: Reading MSDE	1.00%	-	NA		-	-
Percentage of Students Taking the Alternate Assessment: Math	Percentage of Students Taking the Alternate Assessment: Math MSDE	1.00%	-	NA		-	-
Percentage of Students Taking the Alternate Assessment: Science	Percentage of Students Taking the Alternate Assessment: Science MSDE	1.00%	-	NA		-	-
Number of SWD Restraints	Number of SWD Restraints MSDE	0.00	2.00	No	No further action is required.	0.00	-
Number of SWD Seclusions	Number of SWD Seclusions MSDE	0.00	0.00	Yes	No further action is required.	0.00	-
Significant Disproportionality	Number of Categories Identified for Significant Disproportionality 34 C.F.R. § 300.646	0.00	0.00	Yes	No action is required.	0.00	-

June 25, 2024

John A. Serrano
Superintendent
MD 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) 2022 determinations, MD School for the Deaf has achieved the determination status of **Meets Requirements**.

Attached please find supporting documents:

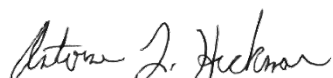
- *FFY 2022 Determination Overview* (identifies the Part B Indicators used to assign a local determination status on page two – please note that fiscal and complaints/due process hearing data continues to be used);
- *FFY 2022 Local Determination Scoring Criteria* (provides a graduated results-driven accountability plan used to make a local determination by year);
- *FFY 2022 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
- *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 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), MD School for the Deaf has been assigned the **Universal** tier for the delivery of the DEI/SES technical assistance model for results. Please see the *DEI/SES Differentiated Framework: Tiers of Supervision* for more information.

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 excellence, equity, and efficiency. The MSDE is committed to supporting the efforts of MD 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 me at 410-767-0238.

Sincerely,

A handwritten signature in cursive script, reading "Antoine L. Hickman".

Dr. Antoine Hickman
Assistant State Superintendent
Division of Early Intervention and Special Education Services

Attachments

c: Dr. Carey Wright, State Superintendent of Schools
Dr. Deann Collins, Deputy State Superintendent
Charlene Ward-Marr, Director of Student Support Services
Branch/Section Chiefs

MD School for the Deaf
Annual Data on Part B State Performance Plan (SPP) Priority Indicators
for the Period July 1, 2022 – June 30, 2023 (FFY 2022)

Part B Annual SPP Performance Report							
SPP/APR Indicators ■ Results Indicator ■ Compliance Indicator			FFY 2022 (SFY 2023)			Action Required	
			State Target	Local Results	Target Met		
						FFY 2021	FFY 2020
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data indicator) COMAR 13A.03.02.09 COMAR 13A.05.01.01		74.35%	-	NA	-	-
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020) COMAR 13A.08.01.07		13.00%	-	NA	-	-
3A	State Assessment: Participation rates of IEP students in all grades in the LEA. COMAR 13A.05.11.05	Participation – Reading – 4th Grade	95.00%	-	NA	-	-
		Participation – Reading – 8th Grade	95.00%	-	NA	-	-
		Participation – Reading – High School	95.00%	-	NA	-	-
		Participation – Math – 4th Grade	95.00%	-	NA	-	-
		Participation – Math – 8th Grade	95.00%	-	NA	-	-
		Participation – Math – High School	95.00%	-	NA	-	-
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	Proficiency Grade Level Standards – Reading – 4th Grade	11.00%	-	NA	-	-
		Proficiency Grade Level Standards – Reading – 8th Grade	9.00%	-	NA	-	-
		Proficiency Grade Level Standards – Reading – High School	17.50%	-	NA	-	-
		Proficiency Grade Level Standards – Math – 4th Grade	14.00%	-	NA	-	-
		Proficiency Grade Level Standards – Math – 8th Grade	2.50%	-	NA	-	-
		Proficiency Grade Level Standards – Math – High School	10.50%	-	NA	-	-
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	Alternate Academic Achievement Standards – Reading – 4th Grade	42.50%	-	NA	-	-
		Alternate Academic Achievement Standards – Reading – 8th Grade	52.50%	-	NA	-	-
		Alternate Academic Achievement Standards – Reading – High School	55.50%	-	NA	-	-

		Alternate Academic Achievement Standards – Math – 4th Grade	27.50%	-	NA		-	-
		Alternate Academic Achievement Standards – Math – 8th Grade	35.50%	-	NA		-	-
		Alternate Academic Achievement Standards – Math – High School	55.50%	-	NA		-	-
3D	Gap in Proficiency Rates COMAR 13A.05.11.05	Gap in Proficiency Rates – Reading – 4th Grade	16.50%	-	NA		-	-
		Gap in Proficiency Rates – Reading – 8th Grade	23.50%	-	NA		-	-
		Gap in Proficiency Rates – Reading – High School	47.50%	-	NA		-	-
		Gap in Proficiency Rates – Math – 4th Grade	13.50%	-	NA		-	-
		Gap in Proficiency Rates – Math – 8th Grade	6.21%	-	NA		-	-
		Gap in Proficiency Rates – Math – High School	34.00%	-	NA		-	-
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled COMAR 13A.08.03.03		2.00	0.00	Yes	Target met. No further action is required.	0.00	-
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10		71.25%	-	NA		-	-
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		11.50%	-	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		6.00%	-	NA		-	-
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		63.00%	0.00%	NA	No further action is required.	0.00%	-
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		19.00%	100.00%	NA	No further action is required.	100.00%	-
6C	Students aged 3-5 LRE: Home		0.32%	0.00%	NA	No further action is required.	0.00%	-
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	SS1 – Social Emotional - Exits with substantial growth	71.00%	76.47%	Yes	Target met. No further action is required.	70.00%	-
		SS2 – Social Emotional - Exits within age expectations	54.00%	50.00%	No	Target not met. An Improvement Plan is required.	50.00%	-
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	SS1 – Knowledge & Skills - Exits with substantial growth	73.50%	68.75%	No	Target not met. An Improvement Plan is required.	41.67%	-
		SS2– Knowledge & Skills - Exits within age expectations	52.00%	55.00%	Yes	Target met. No further action is required.	37.50%	-
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	SS1 – Behavior to Meet Needs - Exits with substantial growth	72.50%	64.29%	No	Target not met. An Improvement Plan is required.	70.00%	-
		SS2 – Behavior to Meet Needs - Exits within age expectations	60.50%	65.00%	Yes	Target met. No further action is required.	56.25%	-
8A	Parent Survey - Preschool Age		85.50%	100.00%	Yes	Target met. No action is required.	84.00%	-
8A Response Rate	Parent Survey- Preschool Response Rate		18.00%	23.00%	Yes	Target met. No action is required.	62.00%	-

8B	Parent Survey - School Age		73.00%	64.00%	No	Target not met. An Improvement Plan is required.	69.00%	-
8B Response Rate	Parent Survey - School Age Response Rate		9.00%	13.00%	Yes	Target met. No action is required.	23.00%	-
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3)(a)(ii)	Higher Education	25.50%	-	NA		-	-
		Higher Education or Employed	58.00%	-	NA		-	-
		Higher Ed, Training, or Employed	58.00%	-	NA		-	-
4B	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity COMAR 13A.08.01.21	Discrepancy - Black/African American	2.00	-	NA		-	-
		Discrepancy - Hispanic/Latino	2.00	-	NA		-	-
		Discrepancy - Two or more races	2.00	-	NA		-	-
		Discrepancy - White	2.00	-	NA		-	-
9	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - American Indian/Alaska Native	2.00	-	NA		-	-
		Disproportionate Representation - Asian	2.00	-	NA		-	-
		Disproportionate Representation - Black/African American	2.00	-	NA		-	-
		Disproportionate Representation - Native Hawaiian/Pacific Islander	2.00	-	NA		-	-
		Disproportionate Representation - White	2.00	-	NA		-	-
		Disproportionate Representation - 2 or more races	2.00	-	NA		-	-
		Disproportionate Representation - Hispanic/Latino	2.00	-	NA		-	-
10	Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - Intellectual Disability - American Indian/Alaska Native	2.00	-	NA		-	-
		Disproportionate Representation - Intellectual Disability - Asian	2.00	-	NA		-	-
		Disproportionate Representation - Intellectual Disability - Black/African American	2.00	-	NA		-	-
		Disproportionate Representation - Intellectual Disability - Native Hawaiian/Pacific Islander	2.00	-	NA		-	-
		Disproportionate Representation - Intellectual Disability - White	2.00	-	NA		-	-
		Disproportionate Representation - Intellectual Disability - 2 or more races	2.00	-	NA		-	-
		Disproportionate Representation - Intellectual Disability - Hispanic/Latino	2.00	-	NA		-	-

Disproportionate Representation - Specific Learning Disability - American Indian/Alaska Native	2.00	-	NA		-	-
Disproportionate Representation - Specific Learning Disability - Asian	2.00	-	NA		-	-
Disproportionate Representation - Specific Learning Disability - Black/African American	2.00	-	NA		-	-
Disproportionate Representation - Specific Learning Disability - Native Hawaiian/Pacific Islander	2.00	-	NA		-	-
Disproportionate Representation - Specific Learning Disability - White	2.00	-	NA		-	-
Disproportionate Representation - Specific Learning Disability - 2 or more races	2.00	-	NA		-	-
Disproportionate Representation - Specific Learning Disability - Hispanic/Latino	2.00	-	NA		-	-
Disproportionate Representation - Emotional Disturbance - American Indian/Alaska Native	2.00	-	NA		-	-
Disproportionate Representation - Emotional Disturbance - Asian	2.00	-	NA		-	-
Disproportionate Representation - Emotional Disturbance - Black/African American	2.00	-	NA		-	-
Disproportionate Representation - Emotional Disturbance - Native Hawaiian/Pacific Islander	2.00	-	NA		-	-
Disproportionate Representation - Emotional Disturbance - White	2.00	-	NA		-	-
Disproportionate Representation - Emotional Disturbance - 2 or more races	2.00	-	NA		-	-
Disproportionate Representation - Emotional Disturbance - Hispanic/Latino	2.00	-	NA		-	-
Disproportionate Representation - Speech or Language Impairments - American Indian/Alaska Native	2.00	-	NA		-	-
Disproportionate Representation - Speech or Language Impairments - Asian	2.00	-	NA		-	-
Disproportionate Representation - Speech or Language Impairments - Black/African American	2.00	-	NA		-	-

Disproportionate Representation - Speech or Language Impairments - Native Hawaiian/Pacific Islander	2.00	-	NA		-	-
Disproportionate Representation - Speech or Language Impairments - White	2.00	-	NA		-	-
Disproportionate Representation - Speech or Language Impairments - 2 or more races	2.00	-	NA		-	-
Disproportionate Representation - Speech or Language Impairments - Hispanic/Latino	2.00	-	NA		-	-
Disproportionate Representation - Other Health Impairments - American Indian/Alaska Native	2.00	-	NA		-	-
Disproportionate Representation - Other Health Impairments - Asian	2.00	-	NA		-	-
Disproportionate Representation - Other Health Impairments - Black/African American	2.00	-	NA		-	-
Disproportionate Representation - Other Health Impairments - Native Hawaiian/Pacific Islander	2.00	-	NA		-	-
Disproportionate Representation - Other Health Impairments - White	2.00	-	NA		-	-
Disproportionate Representation - Other Health Impairments - 2 or more races	2.00	-	NA		-	-
Disproportionate Representation - Other Health Impairments - Hispanic/Latino	2.00	-	NA		-	-
Disproportionate Representation - Autism - American Indian/Alaska Native	2.00	-	NA		-	-
Disproportionate Representation - Autism - Asian	2.00	-	NA		-	-
Disproportionate Representation - Autism - Black/African American	2.00	-	NA		-	-
Disproportionate Representation - Autism - Native Hawaiian/Pacific Islander	2.00	-	NA		-	-
Disproportionate Representation - Autism - White	2.00	-	NA		-	-
Disproportionate Representation - Autism - 2 or more races	2.00	-	NA		-	-
Disproportionate Representation - Autism - Hispanic/Latino	2.00	-	NA		-	-

11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	-
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	100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	-
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)	100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	-
Correction of Noncompliance	Correction of Noncompliance MSDE	100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	-
Timely and Valid Data	Timely and Valid Data MSDE	100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	-
Number of Complaints Filed	Number of Complaints Filed MSDE/DEISES	0.00	2.00	No	No further action is required.	0.00	-
Number of Complaints Identified with Violations	Number of Complaints Identified with Violations MSDE/DEISES	0.00	1.00	No	Please work with Dispute Resolution staff to ensure any identified noncompliance is corrected as soon as possible but in no case later than one year from notification of findings.	0.00	-
Number of Due Process Hearings Filed	Number of Due Process Hearings Filed MSDE	0.00	0.00	Yes	No further action is required.	1.00	-
Number of Due Process Hearings Identified with Violations	Number of Due Process Hearings Identified with Violations MSDE	0.00	0.00	Yes	No further action is required.	0.00	-
Fiscal Accountability: Number of Findings Identified	Fiscal Accountability: Number of Findings Identified MSDE	0.00	0.00	Yes	No further action is required.	0.00	-
Percentage of Students Taking the Alternate Assessment: Reading	Percentage of Students Taking the Alternate Assessment: Reading MSDE	1.00%	-	NA		-	-
Percentage of Students Taking the Alternate Assessment: Math	Percentage of Students Taking the Alternate Assessment: Math MSDE	1.00%	-	NA		-	-
Percentage of Students Taking the Alternate Assessment: Science	Percentage of Students Taking the Alternate Assessment: Science MSDE	1.00%	-	NA		-	-
Number of SWD Restraints	Number of SWD Restraints MSDE	0.00	0.00	Yes	No further action is required.	0.00	-
Number of SWD Seclusions	Number of SWD Seclusions MSDE	0.00	0.00	Yes	No further action is required.	0.00	-
Significant Disproportionality	Number of Categories Identified for Significant Disproportionality 34 C.F.R. § 300.646	0.00	0.00	Yes	No action is required.	0.00	-