

Prince George's County
Annual Data on SPP/APR Part B Indicators
Notice of Performance for the Period July 1, 2016 – June 30, 2017 REVISED – APRIL 5, 2018

FFY 2016 (SFY 2017) Part B Indicators							
SPP/APR Indicators ■ Results Indicator ■ Compliance Indicator		FFY 2016			Action Required	Previous Results	
		State Target	Local Results ¹	Target Met		FFY 2015	FFY 2014
1	Students with IEPs graduating with a regular diploma - 4 year cohort (ESSA lag data based on 2015-2016)	≥ 65.91%	67.39%	Met	Target met, no further action required.	61.03%	62.31%
	COMAR 13A.03.02.09 COMAR 13A.05.01.01						
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2015-2016)	≤ 3.51%	4.88%	Not met	Target not met. Submit an Improvement Plan by May 7, 2018. Identify the root causes and evidence-based practices targeted to improve student results.	5.42%	6.29%
3A	State Assessment: AMO for disability subgroup in the LEA	AMO for Reading	NA	NA	Waived by U.S. Department of Education. Change in methodology.	NA	NA
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	AMO for Math	NA	NA			
3B	State Assessment: Participation rates of IEP students in all grades in the LEA	Math	≥ 95.00%	98.67%	Target met, no further action required.	97.50%	NA
	COMAR 13A.05.11.05 COMAR 13A.03.06.05	Reading	≥ 95.00%	97.15%	Target met, no further action required.		

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			State Target	Local Results ¹	Target Met		FFY 2015	FFY 2014	
3C	State Assessment: Proficiency rate for children with IEPs against grade level, modified and alternate academic achievement standards	3	Mathematics	16.50%	8.14%	Not Met	Target not met in reading and math for the 3rd grade through the 8th grade and high school. Submit an Improvement Plan by May 7, 2018. Identify the root causes and evidence-based practices targeted to improve student results.	8.57%	NA
			Reading	18.60%	6.06%	Not Met		7.17%	NA
		4	Mathematics	16.15%	7.15%	Not Met		5.60%	NA
			Reading	21.10%	6.22%	Not Met		4.67%	NA
		5	Mathematics	18.85%	6.93%	Not Met		5.40%	NA
			Reading	23.60%	6.13%	Not Met		4.59%	NA
		6	Mathematics	20.55%	4.65%	Not Met		3.24%	NA
			Reading	26.10%	3.66%	Not Met		3.60%	NA
		7	Mathematics	22.25%	2.80%	Not Met		2.44%	NA
			Reading	28.60%	4.05%	Not Met		4.38%	NA
		8	Mathematics	23.95%	5.32%	Not Met		6.10%	NA
			Reading	31.10%	3.60%	Not Met		3.61%	NA
		HS	Mathematics	56.08%	18.27%	Not Met		25.15%	NA
			Reading	50.52%	12.17%	Not Met		21.54%	NA
COMAR 13A.05.11.05									
COMAR 13A.03.06.05									

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		State Target	Local Results ¹	Target Met		FFY 2015	FFY 2014
4A	<p>Multiple suspensions (> 10 days): Disabled vs. nondisabled</p> <p>■ Discrepancy exists in the category N size is ≥ 30</p> <p>* N size is < 30</p> <p>--*-- No suspension of disabled or nondisabled students</p> <p>COMAR 13A.08.03.03</p>	≤ 8.00	3.58	Met	<p>Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.</p> <p>The proposed change to COMAR regarding the definition of significant disproportionality goes into effect July 1, 2018. The revised COMAR regulations will have an impact on the current methodology used by MSDE, DSE/EIS to calculate and to determine disproportionality for this indicator. The LSS should review its policies, procedures, and practices to determine the factors that may contribute to the suspension and expulsion of SWD when compared to their nondisabled peers by race/ethnicity.</p>	4.39	4.62
	<p>Single suspensions (> 10 days): Disabled vs. nondisabled</p> <p>■ Discrepancy exists in the category N size is ≥ 30</p> <p>* N size is < 30</p> <p>--*-- No suspension of disabled or nondisabled students</p> <p>COMAR 13A.08.03.03</p>	≤ 8.00	2.41	Met	<p>Disproportionality in the suspension and expulsion of SWD when compared to their nondisabled peers was not identified. No further action required.</p> <p>The proposed change to COMAR regarding the definition of significant disproportionality goes into effect July 1, 2018. The revised COMAR regulations will have an impact on the current methodology used by MSDE, DSE/EIS to calculate and to determine disproportionality for this indicator. The LSS should review its policies, procedures, and practices to determine the factors that may contribute to the suspension and expulsion of SWD when compared to their nondisabled peers by race/ethnicity.</p>	2.66	2.94

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SPP/APR Indicators ■ Results Indicator ■ Compliance Indicator		FFY 2016			Action Required	Previous Results		
		State Target	Local Results ¹	Target Met		FFY 2015	FFY 2014	
5A	Students aged 6-21 whose LRE is \geq 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	\geq 69.90%	64.48%	Not Met	Target not met. Submit an Improvement Plan by May 7, 2018. Identify the root causes and evidence-based practices targeted to improve student results.	56.75%	54.39%	
5B	Students aged 6-21 whose LRE is \leq 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	\leq 11.76%	15.66%	Not Met	Target not met. Submit an Improvement Plan by May 7, 2018. Identify the root causes and evidence-based practices targeted to improve student results.	24.22%	27.09%	
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	\leq 5.94%	9.32%	Not Met	Target not met. Submit an Improvement Plan by May 7, 2018. Identify the root causes and evidence-based practices targeted to improve student results.	9.35%	9.64%	
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10	\geq 64.70%	64.39%	Not Met	Target not met. Submit an Improvement Plan by May 7, 2018. Identify the root causes and evidence-based practices targeted to improve student results.	59.51%	54.63%	
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	\leq 18.30%	16.91%	Met	Target met, no further action required.	25.68%	27.17%	
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	1. Exits with substantial growth	\geq 68.90%	60.98%	Not Met	Target not met. Submit an Improvement Plan by May 7, 2018. Identify the root causes and evidence-based practices targeted to improve student results.	69.09%	63.91%
		2. Exits within age expectations	\geq 68.00%	49.55%	Not Met	Target not met. Submit an Improvement Plan by May 7, 2018. Identify the root causes and evidence-based practices targeted to improve student results.	59.14%	59.19%

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FFY 2016 (SFY 2017) Part B Indicators								
SPP/APR Indicators ■ Results Indicator ■ Compliance Indicator		FFY 2016			Action Required	Previous Results		
		State Target	Local Results ¹	Target Met		FFY 2015	FFY 2014	
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	1. Exits with substantial growth	≥67.60%	80.65%	Met	Target met, no further action required.	68.49%	58.51%
		2. Exits within age expectations	≥57.20%	46.53%	Not Met	Target not met. Submit an Improvement Plan by May 7, 2018. Identify the root causes and evidence-based practices targeted to improve student results.	45.35%	44.22%
7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	1. Exits with substantial growth	≥63.10%	71.73%	Met	Target met, no further action required.	66.84%	60.86%
		2. Exits within age expectations	≥65.70%	61.03%	Not Met	Target not met. Submit an Improvement Plan by May 7, 2018. Identify the root causes and evidence-based practices targeted to improve student results.	60.21%	59.02%
8	Parent Survey	Age 3-5	≥83.00%	85.00%	NA	These data reflect baseline data and the revised target.	52.00%	48.00%
		Age 6-21	≥70.00%	66.00%	NA	These data reflect baseline data and the revised target.	37.00%	35.00%
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)	A. Higher ED w/in 1 year of leaving HS	≥25.00%	19.85%	Not Met	Target not met. Submit an Improvement Plan by May 7, 2018. Identify the root causes and evidence-based practices targeted to improve student results.	19.21%	20.57%
		B. Higher ED or employed w/in 1 year of leaving HS	≥51.00%	58.29%	Met	Target met, no further action required.	46.72%	40.08%
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥57.00%	66.28%	Met	Target met, no further action required.	47.65%	42.53%

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SPP/APR Indicators			FFY 2016			Action Required	Previous Results	
Results Indicator	Compliance Indicator		State Target	Local Results ¹	Target Met		FFY 2015	FFY 2014
4B (Ages 6-21)	<p>Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity</p> <p>☐ Discrepancy exists in the category N size is ≥ 30</p> <p>* N size is < 30</p> <p>--*-- No suspension of disabled or nondisabled students</p> <p>COMAR 13A.08.01.21</p>	<i>American Indian/Alaska Native</i>	< 2.00	0.00	Met	<p>Disproportionality in the suspension and expulsion of Black/African American SWD was identified. Submit an Improvement Plan by May 7, 2018. Identify the root causes and evidence-based practices targeted to improve student results.</p> <p>The proposed change to COMAR regarding the definition of significant disproportionality goes into effect July 1, 2018. The revised COMAR regulations will have an impact on the current methodology used by MSDE, DSE/EIS to calculate and to determine disproportionality for this indicator. The LSS should review its policies, procedures, and practices to determine the factors that contribute to suspension and expulsion of SWD by race/ethnicity.</p> <p>Targeted review to be scheduled by MSDE, DSE/EIS.</p> <p>PLEASE NOTE: The proposed change to COMAR regarding the definition of significant disproportionality for students with disabilities ages 3-5 goes into effect July 1, 2018. The LSS should ensure that its data collection processes are aligned with the new requirements and review its policies, procedures, and practices to determine the factors that may contribute to the suspension and exclusion of SWD ages 3-5 by race/ethnicity. To be decided FFY 2019.</p>	2.69*	8.57
		<i>Asian</i>	< 2.00	0.59	Met		1.53	0.81
		<i>Black/African American</i>	< 2.00	4.07	Not Met		4.87	5.36
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	0.00	Met		0.00	0.00
		<i>White</i>	< 2.00	1.27	Met		1.03	1.53
		<i>2 or more races</i>	< 2.00	1.89	Met		6.25*	5.42*
		<i>Hispanic/Latino</i>	< 2.00	0.87	Met		1.00	0.73

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SPP/APR Indicators		FFY 2016			Action Required	Previous Results		
 Results Indicator Compliance Indicator	State Target	Local Results ¹	Target Met	FFY 2015		FFY 2014		
9 (Ages 6-21)	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups as a result of inappropriate identification <input type="checkbox"/> Discrepancy exists in the category N size is ≥ 30 * N size is < 30	<i>American Indian/Alaska Native</i>	< 2.00	1.13	Met	Disproportionality in the identification of SWD by race or ethnicity was not identified. No further action required. The proposed change to COMAR regarding the definition of significant disproportionality goes into effect July 1, 2018. The revised COMAR regulations will have an impact on the current methodology used by MSDE, DSE/EIS to calculate and to determine disproportionality for this indicator. The LSS should review its policies, procedures, and practices to determine the factors that may contribute to the identification of SWD by race/ethnicity. PLEASE NOTE: The proposed change to COMAR regarding the definition of significant disproportionality for students with disabilities ages 3-5 goes into effect July 1, 2018. The LSS should ensure that its data collection processes are aligned with the new requirements and review its policies, procedures, and practices to determine the factors that may contribute to the identification of SWD ages 3-5 by race/ethnicity. To be decided FFY 2019.	1.18	1.05
		<i>Asian</i>	< 2.00	0.46	Met		0.39	0.42
		<i>Black/African American</i>	< 2.00	1.03	Met		1.01	0.94
		<i>Native Hawaiian/Pacific Islander</i>	< 2.00	0.43	Met		0.36	0.25
		<i>White</i>	< 2.00	1.36	Met		1.39	1.41
		<i>2 or more races</i>	< 2.00	0.85	Met		0.38	0.72
		<i>Hispanic/Latino</i>	< 2.00	0.67	Met		0.71	0.75
COMAR 13A.08.01.21								

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FFY 2016 ¹ (SFY 2017) Part B Indicators									
SPP/APR Indicators		Intellectual Disability	Specific Learning Disability	Emotional Disability	Speech or language Impairment	Autism	Other Health Impairment	Action Required	
10	<p>FFY 2016 results: Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification</p> <p>■ Discrepancy exists in the category N size is ≥ 30</p> <p>* N size is < 30</p> <p>COMAR 13A.08.01.21</p>	American Indian/Alaska Native	0.50	0.99	2.03*	1.60	1.05	0.83	<p>Disproportionality in the identification of SWD by race, ethnicity, and disability was not identified. No further action required.</p> <p>The proposed change to COMAR regarding the definition of significant disproportionality goes into effect July 1, 2018. The revised COMAR regulations will have an impact on the current methodology used by MSDE, DSE/EIS to calculate and to determine disproportionality for this indicator. The LSS should review its policies, procedures, and practices to determine the factors that may contribute to the identification of SWD by race/ethnicity and disability.</p> <p>PLEASE NOTE: The proposed change to COMAR regarding the definition of significant disproportionality for students with disabilities aged 3-5 goes into effect July 1, 2018. The LSS should review its policies, procedures, and practices to determine the factors that contribute to the identification of SWD aged 3-5 by race/ethnicity and disability. To be decided FFY 2019.</p>
	Asian	0.36	0.31	0.27	0.67	0.88	0.15		
	Black/African American	1.93	1.11	1.28	0.75	0.80	1.12		
	Native Hawaiian/Pacific Islander	1.49	0.46	0.00	0.95	0.00	0.49		
	White	0.68	1.02	1.50	1.87	1.93	1.63		
	2 or more races	1.05	0.89	1.05	1.42	0.87	0.40		
	Hispanic/Latino	0.74	1.02	0.22	0.40	0.31	0.52		

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SPP/APR Indicators		FFY 2016			Action Required	Previous Results	
Results Indicator	Compliance Indicator	State Target	Local Results ¹	Target Met		FFY 2015	FFY 2014
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	97.03%	Not Met	Target not met. Submit a Corrective Action Plan (CAP) by May 7, 2018. Identify the root causes and evidence-based practices targeted to improve student results. Correction of the noncompliance must be demonstrated and verified by April 6, 2019. Subsequent data demonstrated that the noncompliance identified in FFY 2015 was not corrected within one year of the written finding.	97.15%	97.51%
12	Percentage of eligible children exiting Part C at age 3 who have an IEP in effect by the child's 3rd birthday COMAR 13A.05.01.08A(2)(a)(iii) COMAR 13A.05.01.06B COMAR 13A.13.01.09	100%	100%	Met	Target met. No further action required.	100%	99.72%
13	Percentage of youth aged 16 and above whose IEP meets secondary transition requirements COMAR 13A.05.01.07D(5)(6) COMAR 13A.05.01.09A(3)(a)(ii)	100%	98.6%	Not Met	Target not met. Submit a Corrective Action Plan (CAP) by May 7, 2018. Identify the root causes and evidence-based practices targeted to improve student results. Correction of the noncompliance must be demonstrated and verified by April 6, 2019. Subsequent data demonstrated that the noncompliance identified in FFY 2015 was not corrected within one year of the written finding.	98.4%	100%

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Other Data Considerations							
SPP/APR Indicators		FFY 2016			Action Required	Previous Results	
Results Indicator Compliance Indicator	State Target	Local Results ¹	Target Met	FFY 2015		FFY 2014	
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	96.61%	Met	Target not met. Submit a Corrective Action Plan (CAP) by May 7, 2018. Identify the root causes and evidence-based practices targeted to improve student results. Correction of the noncompliance must be demonstrated and verified by April 6, 2019.	100%	100%
	State reported data are timely and accurate. (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	98.39%	Not Met	Submit and Improvement Plan by May 7, 2018 to address the failure to report timely and accurate data for Indicator 11.	100%	100%
	Number of State complaints filed	NA	45	NA	No further action required.	NA	NA
	Number of State complaints identified with violation(s)	NA	35	NA	Correction of the identified noncompliance must be demonstrated and verified by August 2018.	NA	NA
	Number of State findings from State complaints corrected in a timely manner	NA	NA	NA	TBD FFY 2017.	NA	NA
	Number of due process hearings filed	NA	5	NA	No further action required.	NA	NA
	Number of due process hearings identified with violations	NA	1	NA	Correction of the identified noncompliance must be demonstrated and verified by August 2018.	NA	NA
	Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	NA	NA
	National Assessment of Educational Progress (NAEP)	NA	NA	NA	Not considered for 2016-2017 Local Determination Status. (See attachment for Statewide Data).	NA	NA

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