

# Attachment 4

Self-Assessment IDEA 2004, Part B- Local School System Statewide Results

Priority Areas	Data Source(s)	Date of Data	MSDE Standard/Goal	Standard/Goal	
				Met	Not Met
<b>I. STATE PRIORITY AREAS</b>  <b>A. Over-representation</b> 1. All disabled students  2. By disabilities: Mental Retardation Emotional Disturbance Specific Learning Disability  3. Over-representative in LRE C	<ul style="list-style-type: none"> <li>Maryland Special Education – Focused Monitoring Over Representation, Rank Ordered by Percentages (October 29, 2004)</li> </ul>	2004	1. Proportionate representation of African American students in special education compared to the general population.  2. Proportionate representation within disability categories.  3. Proportionate representation within LRE C.	1. (54%)  2. (20%)  3. (54%)	1. (46%)  2. (80%)  3. (46%)
<b>B. Exit</b> 1. Dropout  2. Graduation with a diploma	<ul style="list-style-type: none"> <li>Maryland Special Education/ Early Intervention Services Census Data and Related Tables</li> <li>mdreportcard.org</li> <li>mdk12.org</li> </ul>	2004	1. Dropout rate for students with disabilities will not exceed 3%.  2. The percent of students with disabilities exiting with a diploma will equal that of general education students.	1. (45%)  2. (37%)	1. (55%)  2. (63%)

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<p><b>C. Suspension/Expulsion Rate</b></p> <p>1. Summing to &gt; 10 days</p> <p>2. Extended suspension of &gt;10 days</p>	<ul style="list-style-type: none"> <li>• Maryland Special Education/ Early Intervention Services Census Data and Related Tables</li> <li>• MSDE Web-site</li> </ul>	<p>2004</p>	<p>1. The percentage of students with disabilities receiving suspensions summing to greater than 10 days will be proportionate to nondisabled students.</p> <p>2. The percentage of students with disabilities receiving extended suspensions greater than 10 days will be proportionate to nondisabled students.</p>	<p>1. (66%)</p> <p>2. (70%)</p>	<p>1. (34%)</p> <p>2. (30%)</p>
<p><b>D. Least Restrictive Environment</b></p> <p>1. Ages 3-5</p> <p>2. Ages 6-21</p>	<ul style="list-style-type: none"> <li>• Maryland Special Education/ Early Intervention Services Census Data and Related Tables, (October 29, 2004)</li> </ul>	<p>2004</p>	<p>1. The percentage of children with disabilities, ages 3-5, receiving special education services in environments for nondisabled students (LRE M) will increase annually.</p> <p>2. The percentage of students with disabilities, ages 6-21, receiving special education services in general education settings (LRE A) will increase annually.</p>	<p>1. (41%)</p> <p>2. (83%)</p>	<p>1. (59%)</p> <p>2. (17%)</p>
<p><b>E. Transition From Part C To Part B</b></p>	<ul style="list-style-type: none"> <li>• LSS/PA Collected Data</li> </ul>		<p>Individualized Education Programs (IEPs) for children transitioning from Part C to Part B are in effect by the child's third birthday.</p>	<p>(70%)</p>	<p>(30%)</p>

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<p><b>F. Participation in Statewide Assessment Programs</b></p> <ol style="list-style-type: none"> <li>Maryland Model for School Readiness (MMSR) – (Kindergarten Assessment)</li> <li>Maryland School Assessment (MSA)</li> <li>Alternate Maryland School Assessment (ALT-MSA)</li> <li>High School Assessment (HSA)</li> </ol>	<ul style="list-style-type: none"> <li>MSDE Web-site</li> <li>mdreportcard.org</li> <li>mdk12.org</li> <li>Kindergarten Assessment</li> </ul>	<p>Fall 2004</p> <p>All students with disabilities participate in the appropriate testing program.</p>	<ol style="list-style-type: none"> <li>(29%)</li> <li>(100%)</li> <li>(100%)</li> <li>(95%)</li> </ol>	<ol style="list-style-type: none"> <li>(71%)</li> <li>(0%)</li> <li>(0%)</li> <li>(5%)</li> </ol>
<p><b>G. MSA Results</b></p> <ol style="list-style-type: none"> <li>Reading</li> <li>Math</li> </ol>	<ul style="list-style-type: none"> <li>MSDE Web-site</li> <li>mdreportcard.org</li> <li>mdk12.org</li> </ul>	<ol style="list-style-type: none"> <li>Special education students, as a sub-group will improve in meeting Adequate Yearly Progress (AYP) in reading.</li> <li>Special education students as a sub-group, will improve in meeting AYP in math.</li> </ol>	<ol style="list-style-type: none"> <li>(70%)</li> <li>(79%)</li> </ol>	<ol style="list-style-type: none"> <li>(30%)</li> <li>(21%)</li> </ol>
<p><b>H. HSA Results</b></p>	<ul style="list-style-type: none"> <li>MSDE Web-site</li> <li>mdreportcard.org</li> <li>mdk12.org</li> </ul>	<p>Test results for students with disabilities participating in the HSAs are monitored and compared to results for nondisabled students.</p>	<p>(87%)</p>	<p>(13%)</p>
<p><b>II. GENERAL SUPERVISION</b></p>	<ul style="list-style-type: none"> <li>Comprehensive Student Record Review</li> <li>Focused Record Review</li> </ul>	<ol style="list-style-type: none"> <li>LSS/PA has an annual process for record review and focused professional development designed to ensure compliance with federal and state regulations.</li> <li>Special education student records will demonstrate compliance with federal and State regulations.</li> </ol>	<ol style="list-style-type: none"> <li>(95%)</li> <li>(66%)</li> </ol>	<ol style="list-style-type: none"> <li>(5%)</li> <li>(34%)</li> </ol>
<p><b>A. Student Record Reviews</b></p>				

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<p><b>B. Written Procedures: Public Agency Submission Standards (PASS)</b></p>	<ul style="list-style-type: none"> <li>• Assurance Statements</li> <li>• Public Agency Written Policies</li> <li>• Special Education Handbook</li> <li>• Board approved staffing plan</li> </ul>	<p>Each public agency shall have on file with MSDE revised policies and procedures, including applicable forms, documents, handbooks, manuals, etc. that demonstrate the public agency meets the requirements of IDEA 2004.</p>	<p>(83%)</p>	<p>(17%)</p>
<p><b>C. Staffing</b></p>	<ol style="list-style-type: none"> <li>1. Board approved staffing plan is on file with MSDE.</li> <li>2. Data on classes taught by highly qualified teachers is on file with MSDE.</li> <li>3. Data on highly qualified and certified teachers is on file with MSDE.</li> </ol>	<ol style="list-style-type: none"> <li>1. (100%)</li> <li>2. (95%)</li> <li>3. (100%)</li> </ol>	<ol style="list-style-type: none"> <li>1. (0%)</li> <li>2. (5%)</li> <li>3. (0%)</li> </ol>	
<p><b>III. COMPLAINT MANAGEMENT</b></p>		<p>A corrective action plan has been developed and implemented to correct areas of identified noncompliance within the timelines specified by MSDE (in no case longer than one year).</p>	<p>(91%)</p>	<p>(9%)</p>
<p><b>A. Complaints</b></p>	<ul style="list-style-type: none"> <li>• LSS/PA Collected Data</li> <li>• MSDE letters of findings</li> </ul>	<p>Period July 1, 2004 – June 30, 2005</p>		
<p><b>B. Due Process Hearings</b></p>	<ul style="list-style-type: none"> <li>• Office of Administrative Hearing Written Decisions</li> <li>• Written Decisions</li> </ul>	<p>Office of Administrative Hearings Decisions are implemented as specified in the order.</p>	<p>(95%)</p>	<p>(5%)</p>
<p><b>C. Mediations</b></p>	<ul style="list-style-type: none"> <li>• LSS/PA Collected Data</li> <li>• MSDE mediation summary data</li> </ul>	<p>Each LSS/PA maintains practices that promote the use of mediation to resolve disputes.</p>	<p>(100%)</p>	<p>(0%)</p>

Maryland State Department of Education (MSDE)  
 Division of Special Education/ Early Intervention Services (DSE/EIS)  
 Office of Quality Assurance and Monitoring (QAM)

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IV. STAKEHOLDER INPUT					
A. Special Education Citizen Advisory Committee	<ul style="list-style-type: none"> <li>• Agendas</li> <li>• SECAC</li> <li>• Activities</li> <li>• Surveys</li> </ul>	1. An active Special Education Citizen's Advisory Committee is maintained.	1.(100%)	1. (0%)	
		2. A copy of the Special Education Citizen Advisory Committee budget is submitted and filed with MSDE.	2.(100%)	2. (0%)	
B. Parent Input	<ul style="list-style-type: none"> <li>• Parent Survey</li> <li>• Forums</li> <li>• Focus groups</li> <li>• Other</li> </ul>	Parent input is systematically gathered and used to improve the provision of special education and related services.	(100%)	(0%)	
C. Public/Community Input	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Forums</li> <li>• Other</li> </ul>	Public/community input is systematically gathered and used to improve the provision of special education and related services.	(100%)	(0%)	
D. Staff Input	<ul style="list-style-type: none"> <li>• Survey</li> <li>• Forums</li> <li>• Focus groups</li> <li>• Other</li> </ul>	Staff input is systematically gathered and used to improve the provision of special education and related services.	(100%)	( 0%)	