

Attachment 2

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

Name of LSS/PA: _____

Date Submitted: _____

Self-Assessment IDEA 2004, Part B

Priority Areas	Data Source(s)	Date of Data	MSDE Standard/Goal	Standard/Goal		Initiatives to Address Standard	MSDE Verification
				Met	Not Met		
I. STATE PRIORITY AREAS	<ul style="list-style-type: none"> Maryland Special Education – Focused Monitoring Over Representation, Rank Ordered by Percentages (October 29, 2004) 	2004	1. Proportionate representation of African American students in special education compared to the general population.	1.	1.		
A. Over-representation			2. Proportionate representation within disability categories.	2.	2.		
1. All disabled students 2. By disabilities: Mental Retardation Emotional Disturbance Specific Learning Disability 3. Over-representative in LRE C			3. Proportionate representation within LRE C.	3.	3.		
B. Exit	<ul style="list-style-type: none"> Maryland Special Education/ Early Intervention Services Census Data and Related Tables mdreportcard.org mdk12.org 	2004	1. Dropout rate for students with disabilities will not exceed 3%.	1.	1.		
1. Dropout 2. Graduation with a diploma			2. The percent of students with disabilities exiting with a diploma will equal that of general education students.	2.	2.		
C. Suspension/Expulsion Rate	<ul style="list-style-type: none"> Maryland Special Education/ Early Intervention Services Census Data and Related Tables MSDE Web-site 	2004	1. The percentage of students with disabilities receiving suspensions summing to greater than 10 days will be proportionate to nondisabled students.	1.	1.		
1. Summing to > 10 days 2. Extended suspension of >10 days			2. The percentage of students with disabilities receiving extended suspensions greater than 10 days will be proportionate to nondisabled students.	2.	2.		

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2. Math			2. Special education students as a sub-group, will improve in meeting AYP in math.	2.	2.		
H. HSA Results	<ul style="list-style-type: none"> MSDE Web-site mdreportcard.org mdk12.org 		Test results for students with disabilities participating in the HSAs are monitored and compared to results for nondisabled students.				
II. GENERAL SUPERVISION	<ul style="list-style-type: none"> Comprehensive Student Record Review Focused Record Review 		1. LSS/PA has an annual process for record review and focused professional development designed to ensure compliance with federal and state regulations.	1.	1.		
A. Student Record Reviews			2. Special education student records will demonstrate compliance with federal and State regulations.	2.	2.		
B. Written Procedures: Public Agency Submission Standards (PASS)			<ul style="list-style-type: none"> Assurance Statements Public Agency Written Policies Special Education Handbook 	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.			
C. Staffing	<ul style="list-style-type: none"> Board approved staffing plan 		1. Board approved staffing plan is on file with MSDE.	1.	1.		
			2. Data on classes taught by highly qualified teachers is on file with MSDE.	2.	2.		
			3. Data on highly qualified and certified teachers is on file with MSDE.	3.	3.		

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