

**MONTGOMERY COUNTY PUBLIC SCHOOLS
SECONDARY LEARNING CENTERS
Revised Proposal**

In December 2006, I proposed to improve the delivery of special education services through a three-year plan to close the secondary learning centers operated by the Montgomery County Public Schools (MCPS). In response to testimony during the public hearings on the Fiscal Year (FY) 2008 Operating Budget as well as communications from the Board of Education, parents, and the community, I directed staff to revisit the proposal. After further consideration and input from MCPS staff, including principals, I am now proposing a revised plan.

The overall goals for the revised proposal remain the same—improving the academic performance of students with disabilities, increasing the number of students with disabilities educated in the least restrictive educational environment, and addressing the overrepresentation of African American and Hispanic students in the secondary learning centers. This revised proposal moves MCPS towards a more inclusive model of special education services aligned with best practices and legal requirements, but it does so at a slower and more deliberate pace, thus minimizing disruptions to the educational experiences of current secondary learning center students.

The revised proposal for the 2007–2008 school year includes the following five key elements:

- 1) All current Grades 6–12 students may remain in the secondary learning centers through their graduation.
- 2) Approximately 45 rising Grade 6 students who might be candidates for the secondary learning centers will receive their special education services in their home or consortia schools, according to their Individualized Education Program (IEPs). The progress of these students will be carefully monitored to ensure that they are progressing in accordance with their IEPs.
- 3) All of the current students in secondary learning centers will have the option of returning to their home or consortia schools to receive services if their families request it, and students who wish to exercise this option will be supported.
- 4) Additional efforts will be made to improve the quality of instruction at the secondary learning centers for the students who remain through their high school graduation.
- 5) Principals and staff will receive additional professional development to help them better support students with disabilities in their home and consortia schools.

As is clear from these key features, the major change from the original proposal is that the revised plan will be implemented gradually. Although the original proposal had support from

some parents and special education advocates, feedback from other parents, advocates, and community members demonstrated that there are varying levels of readiness for changes to the secondary learning centers. The gradual nature of the revised proposal provides an extended opportunity to build our capacity to serve the needs of students who are transitioning from the secondary learning centers. It permits MCPS ample time for the following: outreach to the parent community, expansion of scientifically research-based interventions, comprehensive professional development systemwide and at individual schools, and identification and allocation of instructional material and assistive technology supports. Furthermore, a slow and deliberate implementation process will allow sufficient opportunity for monitoring and evaluation by the Department of Shared Accountability (DSA) to ensure that the revised proposal is improving student outcomes.

The revised proposal, detailed more fully below and in the attached Implementation Plan (Attachment A), is designed to increase academic achievement for *all* students with disabilities—whether they continue to receive special education services in secondary learning centers or whether they transition to home and consortia schools where they will have increased access to more inclusive educational settings.

Even though I am recommending that the plan be implemented gradually, as explained in Section II below, there are significant educational and legal reasons why we must proceed in moving students in the secondary learning centers to their home or consortia schools.

I. Background on MCPS Secondary Learning Centers

Since the 1970s, MCPS has operated secondary learning centers. These learning centers have provided special education services to students with disabilities in self-contained settings (i.e., educational environments in which they are isolated from their nondisabled peers). Presently, there are five middle school learning centers located within Montgomery Village, Dr. Martin Luther King, Jr., Col. E. Brooke Lee, White Oak, and Tilden middle schools. There also are three high school learning centers located within Watkins Mill, John F. Kennedy, and Walter Johnson high schools. In schools with secondary learning centers, some students with disabilities receive special education services in learning center classes. Others receive services in general education classes.

As of December 1, 2006, there were 295 students in the middle school learning centers and 316 high school learning center students. These learning center students have a wide variety of skills and abilities. They are generally three years below grade level in reading and typically demonstrate some deficits in the skill areas of decoding, word retrieval, fluency, vocabulary, comprehension, written language, and organization. In mathematics, many demonstrate some deficits in the skill areas of calculation and problem solving. Overall, however, these learning center students' reading and math IEP goals are not significantly different from those of their disabled peers who currently receive services in home or consortia schools.

II. Rationale for Improving the Delivery of Special Education Services

There are a number of compelling reasons for phasing out the secondary learning centers. These reasons include the following: the academic performance of secondary learning center students lags far behind their disabled peers who are not in learning centers, African American and Hispanic students are overrepresented in secondary learning centers, and the high concentrations of students with disabilities in schools with secondary learning centers makes it difficult for MCPS to provide these students with inclusive educational opportunities. Each of these reasons is discussed below.

(A) The academic performance of secondary learning center students lags far behind their disabled peers who are not in learning centers.

Data across a variety of indicators show that secondary learning centers are not producing positive educational outcomes for all students.

Examples of performance issues at the high school learning centers include the following:

- Generally, the performance of learning center students on the High School Assessments (HSAs) is significantly worse than that of students with disabilities not in the learning centers. (See Attachment B, Table 1.)
- More specifically, in 2006, HSA passing rates for learning center students were, on average, about 50 percent lower than for students with disabilities not in learning centers. These differences were consistent, with one exception, regardless of the students' disabilities or the hours of service they received. (See Attachment B, Tables 1–2.)
- Equally as concerning, 92.3 percent of the Class of 2009 learning center students have not met the Algebra HSA graduation requirement. Indeed, the overwhelming majority of these students have not even attempted the Algebra HSA. Thus, these students are on a trajectory that will make it very difficult to obtain a high school diploma. (See Attachment B, Table 3.)

Students in middle school learning centers face similar challenges, as shown in the following examples:

- In 2006, the Maryland School Assessment (MSA) proficiency rates of middle school learning center students were more than 50 percent lower than those of their disabled peers in the same schools. These differences were consistent regardless of students' disabilities, the restrictiveness of the learning environments in which they were placed, or the hours of service they received. (See Attachment B, Tables 4–6.)

- A comparison of performance on the 2006 MSA at Montgomery Village Middle School for students with disabilities who received more than 15 hours of special education services in the learning center and those who received comparable hours of service outside of the learning center shows that—
 - in reading, only 3.4 percent of learning center students scored proficient or higher compared to 88.9 percent of non-learning center students with disabilities; and
 - in mathematics, only 8.6 percent of learning center students scored proficient or higher compared to 67.9 percent of non-learning center students with disabilities. (See Attachment B, Table 7.)
- A comparison of the performance of learning disabled students inside and outside the learning center at Col. E. Brooke Lee Middle School on the 2006 MSA provides another powerful illustration of these disparities, showing that—
 - in reading, only 3.4 percent of learning center students scored proficient or higher compared with 60.7 percent of non-learning center students with disabilities; and
 - in mathematics, not a single learning center student scored proficient or higher compared with 58.9 percent of non-learning center students with disabilities. (See Attachment B, Table 8.)

(B) African American and Hispanic students are overrepresented in secondary learning centers.

African American and Hispanic students are overrepresented generally among MCPS students with disabilities, but this disproportionality is pronounced in the secondary learning centers.

- At the middle school level in 2005–2006, African American and Hispanic students collectively comprised 42.6 percent of the total MCPS enrollment. By contrast, these two groups accounted for 54.3 percent of students with disabilities and, even more significantly, 67.7 percent of learning center students. (See Attachment B, Table 9.)
- At the high school level in 2005–2006, African American and Hispanic students collectively comprised 40.8 percent of the total MCPS enrollment. By contrast, these two groups accounted for 53.0 percent of students with disabilities and, even more significantly, 65.8 percent of learning center students. (See Attachment B, Table 10.)

In schools with secondary learning centers, African American and Hispanic students represent a substantially higher percentage of the students enrolled in those centers than in the overall student population of the school. For example, at Dr. Martin Luther King, Jr. Middle School, the combined percentage of African American and Hispanic learning center students exceeds the

combined percentage of these two student groups in the general school population by 26.4 percentage points. (See Attachment B, Table 9.) The overrepresentation of African Americans and Hispanic students is of particular concern in light of the data on underperformance in the secondary learning centers.

Significantly, federal law requires MCPS to address racial or ethnic disproportionality and discrimination affecting students with disabilities. For example, the *Individuals with Disabilities Education Act of 2004* (IDEA) requires states and local school districts to have procedures in place to prevent students of particular races and ethnicities from being disproportionately identified as students with disabilities or placed in particular educational settings, such as self-contained secondary learning centers.¹

In the course of monitoring MCPS for compliance with this IDEA provision, the Maryland State Department of Education (MSDE) concluded in 2004 that the school system was “significantly disproportionate” based on its analysis of student data showing that African Americans were overidentified as students with disabilities, overrepresented in self-contained and restrictive learning environments, such as the secondary learning centers, and overrepresented among students subjected to disciplinary actions. As a result, MSDE required MCPS to reserve more than \$3.8 million of the federal funds it received for special education to “provide comprehensive coordinated Early Intervening Services” to prevent African Americans from being disproportionately overidentified as students with disabilities. (See Attachment C.) In addition, MCPS was mandated to reexamine and revise all policies, procedures, and practices that contribute to these disproportionalities, including the secondary learning centers.

The overrepresentation of African American and Hispanic students in secondary learning centers also raises possible concerns under Title VI of the Civil Rights Act of 1964 (Title VI). Title VI prohibits discrimination by school districts receiving federal funds.² The U.S. Department of Education’s Office for Civil Rights (OCR) has authority to undertake compliance reviews and investigate complaints from individuals about possible Title VI violations. In the past decade, OCR has stepped up enforcement activity to deter the misidentification and unjustifiable overrepresentation of students of certain races and ethnicities in special education, as well as their disproportionate placement in overly restrictive settings.³

(C) The high concentrations of students with disabilities in schools with secondary learning centers makes it difficult for MCPS to provide these students with inclusive educational opportunities.

MCPS schools with secondary learning centers have significant concentrations of students with disabilities, both within those centers and in the general student population. For the 2006–2007 school year, students with disabilities comprised, on average, over 21 percent of the entire

¹ See 20 U.S.C. §§ 1412(a)(24), 1418(d) (2005); 34 C.F.R. §§ 300.173, 300.646.

² See 42 U.S.C. § 2000d *et seq.* (2005).

³ See U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS, ANNUAL REPORTS TO CONGRESS (1995-2005).

student enrollment in middle schools that have learning centers. By comparison, students with disabilities represent less than 13 percent of the overall MCPS middle school enrollment. In high schools that have learning centers, students with disabilities comprised, on average, approximately 15 percent of the entire student population. By comparison, students with disabilities represented less than 11 percent of the overall MCPS high school population. (See Attachment B, Table 11.)

The high concentration of students with disabilities is particularly a problem at the following three middle schools with learning centers: Col E. Brooke Lee, Montgomery Village, and Tilden. Each of these schools has an enrollment that is approximately 25 percent special education, making it difficult to educate students in inclusive settings. (See Attachment B, Table 11.)

In light of these high concentrations of students with disabilities in schools with secondary learning centers, it is challenging for MCPS to provide students with inclusive educational opportunities consistent with best practices and federal law. IDEA mandates that “[t]o the maximum extent appropriate” children with disabilities must be “educated with children who are not disabled.” Moreover, assignments to “special classes, separate schooling, or other removal of children with disabilities from the regular educational environment” should occur “only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.”⁴ In addition to this “least restrictive environment” (LRE) mandate, IDEA regulations require that school districts must ensure that a child with disabilities is “educated in the school he or she would attend if nondisabled” unless his or her IEP requires some other arrangement.⁵

These LRE requirements have been the focus of lawsuits in other school districts:

- For instance, parents of children in Chicago Public Schools (CPS) filed a complaint alleging that the district had a practice and policy of unnecessarily educating children with disabilities separately from their nondisabled peers and unnecessarily excluding them from the schools they would attend if they were not disabled. A settlement agreement resolving this lawsuit mandates that CPS increase the number of students with disabilities attending their home schools and participating in general education with appropriate support. CPS also is required to ensure that the percentage of students with disabilities in each school reflects the percentage of those students in the district as a whole.
- Similarly, a class action lawsuit filed against the Pennsylvania Department of Education resulted in a court-approved settlement agreement mandating specific procedures to ensure that students with disabilities would not be improperly removed from general education classroom settings.

⁴ 20 U.S.C. § 1412(a)(5)(A) (2005). See also 34 C.F.R. § 300.114(a)(2).

⁵ 34 C.F.R. § 300.116(c).

- The Los Angeles Unified School District also is subject to a special education consent decree requiring significant increases in the percentages of students with disabilities who must be educated in inclusive settings and at their home schools rather than in a special education center or other segregated placements.

The U.S. Department of Education (USDE) has authority to monitor compliance with the LRE mandates and the state of Maryland is currently under such monitoring. As a result of the monitoring, the USDE found that Maryland has one of the worst overall records in terms of compliance with the federal LRE mandates. In 2006 it “conditionally approved” Maryland’s eligibility for federal grant awards in part because of the state’s failure to “ensure that special classes, separate schooling or other removal of children with disabilities from regular educational environments occurs only if the nature or the severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.”⁶

As a result of the conditional approval, MSDE is monitoring MCPS for compliance with the federal LRE mandate. Based on 2005–2006 data, MCPS ranks 21 out of 24 jurisdictions in the state with regard to the provision of special education services in inclusive settings. For the 2006–2007 school year, MSDE has mandated that no more than 17.22 percent of students with disabilities should be educated in self-contained special education classes for the majority of the day. Schools with secondary learning centers have among the worst records in MCPS when it comes to meeting this target. The percentage of students educated in self-contained special education classes for the majority of the day ranges from 26 to 54 percent in middle schools with learning centers and from 39 to 54 percent in high schools with learning centers. (See Attachment B, Table 12.) By contrast, other school districts in Maryland and across the nation appear to have made more progress in meeting LRE requirements.

Phasing out the secondary learning centers also aligns with the MCPS Board of Education Policy IOB, *Education of Students with Disabilities*, which was adopted in July 2006. This policy is based on the principle that MCPS should provide a continuum of services that ensures students with disabilities are educated in the LRE, considering first the student’s home or consortia school. In addition, the policy states that all staff members, including special and general education teachers, share accountability for the education of students with disabilities. MCPS has aligned its strategic plan, *Our Call to Action: Pursuit of Excellence*, with these principles by focusing efforts on ensuring accountability for the success of every student, including those with disabilities.

Best practices for educating students with disabilities in inclusive settings, such as co-teaching, have begun to show results in Maryland. For example, an analysis was recently conducted in several Howard County schools to determine the impact of Algebra 1 intervention classes co-

⁶ Letter to Nancy Grasmick, Superintendent, Maryland State Department of Education, from Alexa Posny, Director, Office of Special Education Programs, U.S. Department of Education (July 3, 2006), at 1, and Enclosure D, at 1.

taught by special education teachers and highly qualified, content-certified general education teachers. In schools participating in the initiative, the pass rates on the 2006 Algebra HSA for students with disabilities in the co-taught classes ranged from 50.0 to 66.6 percent. By contrast, the overall pass rates in these schools for students with disabilities ranged from 26.9 to 41.9 percent.

Experiences within MCPS also support the benefits of providing special education services in inclusive settings. Several schools have adopted inclusive practices and their staff has participated in professional development activities supporting these practices. These schools have demonstrated the ability to provide students with disabilities access to rigorous, high quality instruction in the general education environment. For example, in 2004 only 15.4 percent of students with disabilities at Sherwood High School passed the Algebra HSA. In contrast, 59.7 percent of the general education students at Sherwood passed this HSA. After staff participated in professional development on inclusive practices, this disparity was substantially reduced: 57.5 percent of Sherwood students with disabilities passed the 2006 Algebra HSA compared to 63.1 percent of the general student population.

For all of these reasons discussed above, we are committed to phasing out the middle school and high school learning centers. MCPS intends to move away from the outdated service delivery model of the 1970s in which students with disabilities were educated in separate, self-contained programs. This revised proposal provides a more inclusive model that will be implemented in a fashion consistent with best practices.

III. Implementation of the Revised Proposal

As a school system, we are committed to preparing students with disabilities to meet the high school graduation requirements, which, beginning with the Class of 2009, include passing four HSAs. Based on our analysis of the available data, research, and legal requirements, we believe that a key ingredient for academic success for students with disabilities is increased access to the general education classroom and teachers who are experts in their content areas.

Because the data and research are so compelling, MCPS staff originally proposed an immediate realignment of the secondary learning centers beginning in the FY 2008 budget. Staff conducted a thorough analysis of the profiles of students currently attending the elementary learning centers, the instructional and staffing resources available in each home or consortia school, and the professional development needs of the general and special education teachers in those schools. Although the need for change remains urgent, this revised proposal addresses concerns from the Board of Education and the community about the impact this transition will have upon students, parents, and teachers.

Communication between parents and MCPS staff will be critical to the successful implementation of this revised proposal. Accordingly, MCPS will hold parent outreach meetings to explain the features of the proposal to parents of secondary learning center students.

There are five key elements of the revised proposal.

- 1) *All current Grades 6–12 students may remain in the secondary learning centers through their graduation.*

No student presently enrolled in a secondary learning center will be compelled to leave that learning center. Rather, all current Grades 6–12 students will be permitted to remain at those centers through high school graduation. Thus, the revised plan will minimize disruptions to the educational experiences of students currently attending secondary learning centers.

- 2) *Approximately 45 rising Grade 6 students who might be candidates for the secondary learning centers will receive their special education services in their home or consortia schools, according to their IEPs. These students' progress will be carefully monitored to ensure that they are progressing in accordance with their IEPs.*

There are approximately 45 rising Grade 6 students who are currently receiving special education services in elementary learning centers and who are potential candidates for the middle school learning centers for the 2007–2008 school year. Under the revised proposal, these students will receive appropriate special education services according to their IEPs in their home or consortia middle schools rather than in learning centers.

The disabilities represented among this group of transitioning students are not different from those facing students who presently receive special education services in their home and consortia schools. This group of approximately 45 rising Grade 6 students includes 36.4 percent who are speech/language impaired, 25 percent who have a specific learning disability, 15.9 percent who are autistic, 13.6 percent who have been designated “other health impaired,” and 9.1 percent who have been diagnosed with mental retardation.

This pool of candidates potentially would attend approximately 24 different middle schools in the 2007–2008 school year, with no school receiving more than four of the students. Because of the number of middle schools involved, the revised proposal will help to reduce the disproportionate concentrations of students with disabilities at middle schools that currently have learning centers.

The school-based case manager will monitor and track the student's progress, set up 30-day IEP reviews, and facilitate communication between parents, school-based personnel, and central office staff. A central office special education instructional specialist will assist in each transitioning student's case management and will serve as a central office point person throughout the 2007–2008 school year. The central office point person also will serve, as appropriate, on school-based literacy teams, Achievement Steering Committees, Instructional Councils, and monitoring teams. Central office staff also will

provide assistance with the development of a master schedule for each school, to ensure that students are scheduled appropriately and that the schedule builds in planning and collaboration opportunities for general and special education teachers.

The first step in the transition process will be a comprehensive review of each student's confidential file, including the student's IEP, test results, and other academic indicators. MCPS staff members have a template that will provide an accessible summary of each student's educational strengths and needs. The information that will be included on the template will facilitate the development of a schedule which, consistent with the transitioning student's IEP, will provide access to the general education curriculum and opportunities for small group instruction by highly qualified, content-certified teachers. In addition, the school team will take other appropriate steps, as necessary, to ensure a successful transition process, such as conducting reading and math interventions, setting up highly-structured systems to monitor assignments and homework, using assistive technology to enhance written expression, providing social skills support, and implementing multi-modal instructional strategies to improve long-term retention of concepts and information. Overall, the school team will emphasize the need to maintain a safe and supportive environment for these transitioning students.

Monitoring and evaluation also are important aspects of the revised proposal. Central office special education supervisors and instructional specialists will participate in school-based committees that monitor the performance and achievement of transitioning students in their home and consortia schools. Central office staff also will observe the students in their new educational environments, facilitate periodic and annual reviews to discuss students' instructional programming needs and progress, and monitor instructional practices and strategies provided through professional development. Findings from this analysis will be used to modify how services are delivered, if necessary.

- 3) *All of the current students in secondary learning centers will have the option of returning to their home or consortia schools to receive services if their families request it, and students who wish to exercise this option will be supported.*

Although no students currently attending a secondary learning center will be required to return to their home or consortia school, this option will be available to families if they choose to take advantage of it. Special education supervisors will work closely with learning center students and their families to identify those who may want to transition to their home middle or high school before graduation. Because it is critical to ensure a successful transition for any learning center student who chooses to return to his or her home or consortia school, MCPS will use the same strategies and provide the same array of support services and monitoring for rising Grades 7–12 students who choose this option as it will offer to rising Grade 6 students.

The revised proposal will provide a variety of increased benefits to rising Grades 7–12 learning center students who choose to receive special education services in their home or consortia schools in the 2007–2008 school year. For instance, the revised proposal will result in a reduction in the concentrations of students with disabilities in schools with secondary learning centers and provide students an opportunity to attend a school—whether it is the secondary learning center or their home or consortia school—where there will be a lower concentration of students with disabilities. This will increase the ability of every school to provide students with disabilities access to integrated educational experiences in the least restrictive environment.

Secondary learning center students who choose to return to their home or consortia schools also will have increased access to instruction by a wide array of highly qualified, content-certified teachers. This will promote improved instructional outcomes in alignment with the *No Child Left Behind Act of 2001* (NCLB), 20 U.S.C. § 6319(a)(2).

- 4) *Additional efforts will be made to improve the quality of instruction at the secondary learning centers for the students who remain through their high school graduation.*

MCPS is committed to improving the academic outcomes of those students who choose to continue receiving special education services in secondary learning centers through high school graduation. As a result, MCPS will implement a number of strategies. These will include collaboration among the MCPS Department of Special Education Services (DSES), Office of School Performance (OSP), Office of Curriculum and Instructional Programs (OCIP), and Office of Organizational Development (OOD) to improve the quality of instructional practices in these learning centers through on-site professional development. For example, they will provide job-embedded coaching—a strategy that involves observing and guiding individual teachers in the implementation and delivery of academic instruction and supportive services.

A primary objective will be to increase the percentage of secondary learning center students who participate in the general education classroom. DSES also will collaborate with OCIP and OSP to recommend the expansion of scientifically research-based reading interventions in secondary learning centers.

- 5) *Principals and staff will receive additional professional development to help them better support students with disabilities in their home and consortia schools.*

MCPS will implement countywide and on-site professional development activities for principals and general and special education teachers to support students transitioning from learning centers to their home and consortia schools. Special education supervisors and instructional specialists will collaborate with OOD to provide professional development and job-embedded coaching for all Grade 6 general and special education teachers responsible for serving students with disabilities in core content areas. They will

also conduct “walk-throughs” during the school year to observe the implementation of inclusive practices and look for evidence that the students are making progress toward the attainment of the course expectations. In addition, on-site professional development will be provided for other staff, on a school-specific basis, to support the instructional needs of transitioning students.

IV. Conclusion

My recommendation is based on significant educational and legal reasons why we must proceed in moving students in the secondary learning centers to their home or consortia schools. As a system, MCPS believes that greater inclusion in the general education environment will better prepare students with disabilities to meet state graduation requirements. This revised proposal allows us to continue our efforts to move toward a more inclusive model of education.

MCPS is committed to helping each student achieve academic success, whether he or she remains in a secondary learning center or receive services in his or her home school. This revised proposal ensures that the resources, training, intervention, and supports will be in place to effectively deliver services to students who will be educated in their home schools as we phase out the learning center model over the next six years.

There will be no disruption to the educational experience of those current students who wish to remain in the learning center through graduation. On the contrary, MCPS will work to improve the instructional practices and interventions to bolster student performance in the secondary learning centers.

In addition to improving student outcomes, MCPS also is committed to improving the relationship with parents and community members. For students to be successful, MCPS and parents must work together to do what is right for each child.

Index of Attachments

Attachment A: Implementation Plan for the Transition of Secondary Learning Centers to Home/Consortia Comprehensive Secondary Schools

Attachment B: Student Data Tables

Attachment C: Letter from Carol Ann Baglin, Assistant State Superintendent, Maryland State Department of Education, to Patricia Kelly, [Former] Acting Director of Special Education, Montgomery County Public Schools (June 3, 2005)

IMPLEMENTATION PLAN FOR THE TRANSITION OF SECONDARY LEARNING CENTER STUDENTS TO HOME/CONSORTIA COMPREHENSIVE SECONDARY SCHOOLS

Date	Activity	Targeted Audience	Person(s) Responsible
January 2007	<p>Review the plan designed to support the middle schools to ensure that ongoing monitoring of student performance and achievement and the implementation of appropriate instructional services are provided. This plan, which is consistent with the current practices of the DSBSES, consists of the following:</p> <ul style="list-style-type: none"> • Job-embedded coaching for the implementation of reading interventions • Staff development on best practices of co-teaching • Participation on Achievement Steering Committees (ASC) and school-based Literacy Teams, Instructional Councils, and data monitoring teams • Monthly meetings held with designated staff to discuss the instructional supports needed during the 2007–2008 school year 	Special Education Supervisors, Reading Instructional Specialists, Itinerant Resource Teachers (LRE facilitators), and Special Education Instructional Specialists	Ms. Ellen Schaefer, Director, Division of School-Based Special Education Services (DSBSES)

IMPLEMENTATION PLAN FOR THE TRANSITION OF SECONDARY LEARNING CENTER STUDENTS TO HOME/CONSORTIA COMPREHENSIVE SECONDARY SCHOOLS

Date	Activity	Targeted Audience	Person(s) Responsible
January 2007	Conduct a meeting regarding implications for staffing in January 2007	Ms. Susan Marks, Associate Superintendent, Office of Human Resources (OHR); Ms. Jane Woodburn, Director, Department of Recruitment and Staffing (DRS); Ms. Rae Korade, Human Resources Coordinator, DRS; Ms. Linda Kimmel-Johnson, Special Education Staffing Specialist, DRS; Mr. Duane Merson, Staffing Analyst, DRS; Ms. Merle Cuttita, SEIU 500 President	Ms. Gwendolyn J. Mason, Director, Department of Special Education Services (DSES); Ms. Vickie Strange-Moscoco, Director, Department of Special Education Operations (DSEO)
January 2007	Meet to discuss the proposal to provide special education services in the home schools and the implications for professional development	Ms. Betty Collins, Director, Staff Development Initiatives, Office of Organizational Development (OOD); Mr. Carl Baskerville, Director, Curriculum Training and Development, OOD	Ms. Gwendolyn J. Mason, Director, DSES; Ms. Ellen Schaefer, Director, DSBSES
January 2007	Verify the list of learning center students projected to enter Grade 6 during the 2007–2008 school year	Elementary and Middle School Special Education Coordinators	Special Education Supervisors/ Instructional Specialists; Ms. Ellen Schaefer, Director, DSBSES; Ms. Karen Kosian, Data Systems Specialist, DSEO

IMPLEMENTATION PLAN FOR THE TRANSITION OF SECONDARY LEARNING CENTER STUDENTS TO HOME/CONSORTIA COMPREHENSIVE SECONDARY SCHOOLS

Date	Activity	Targeted Audience	Person(s) Responsible
January 2007	Consult with school-based staff on the development of the master schedule for the 2007–2008 school year to ensure the implementation of a continuum of services	Resource Teachers in Special Education (RTSEs), Counselors, School-based Administrators, School Schedulers	Special Education Supervisors/ Instructional Specialists
January 2007	Advise principals and student services staff to ensure that parents of learning center students receive information regarding the upcoming school year activities for all transitioning students	Principals, Counselors	Mr. Steve Zagami, Director, Department of Student Services (DSS); Mr. Kent Weaver, Supervisor, School Counseling Services, DSS
January 2007	Notify OHR to share information about the proposed phase out of the of Secondary Learning Centers and the implications for staffing for the 2007–2008 school year	Ms. Susan Marks, Associate Superintendent, OHR; Ms. Jane Woodburn, Director, DRS; Ms. Rae Korade, Human Resources Specialist, DRS; Ms. Linda Kimmel-Johnson, Special Education Staffing Specialist, DRS; Mr. Duane Merson, Staffing Analyst, DRS	Ms. Gwendolyn J. Mason, Director, DSES; Ms. Vickie Strange-Moscoco, Director, DSEO

IMPLEMENTATION PLAN FOR THE TRANSITION OF SECONDARY LEARNING CENTER STUDENTS TO HOME/CONSORTIA COMPREHENSIVE SECONDARY SCHOOLS

Date	Activity	Targeted Audience	Person(s) Responsible
January 2007	Meet to discuss the proposed phase out of the Secondary Learning Centers and the implications for instruction	Ms. Betsy Brown, Director, Department of Curriculum and Instruction (DCI); Ms. Janice Faden, Director, Elementary School Instruction and Achievement; Ms. Linda Ferrell, Director, Middle School Instruction and Achievement; Ms. Carol Blum, Director, High School Instruction and Achievement	Ms. Gwendolyn J. Mason, Director, DSES; Ms. Ellen Schaefer, Director, DSBSES
January 2007	Meet to discuss the proposed phase out of the Secondary Learning Centers and the implications for the Department of Transportation	Mr. John Matthews, Director, Department of Transportation; Ms. Katrina Wright, Supervisor, Special Education Transportation	Ms. Ellen Schaefer, Director, DSBSES
Beginning in January 2007	Review the files and observe the learning center special education students in Grade 5 to identify their specific instructional programming needs in the area(s) of reading and/or mathematics	Grade 5 Learning Center Students	Ms. Lisa Heck, Ms. Diane Rosenfeld and Ms. Genevieve Goodman— Itinerant Resource Teachers (IRTs), DSBSES
Beginning in January 2007	Conduct monthly meetings regarding the status of the transition of students focusing on the instructional and program supports needed	Middle school principals impacted by the transition of learning center students	Special Education Supervisors/ Instructional Specialists

IMPLEMENTATION PLAN FOR THE TRANSITION OF SECONDARY LEARNING CENTER STUDENTS TO HOME/CONSORTIA COMPREHENSIVE SECONDARY SCHOOLS

Date	Activity	Targeted Audience	Person(s) Responsible
January 17, 2007	Provide an overview of information and discuss the transition of students from Secondary Learning Centers to neighborhood schools; roles, responsibilities of staff; strategies for supporting students and staff	All Secondary RTSEs	Ms. Ellen Schaefer, Director, DSBSES; Special Education Supervisors, DSBSES
January 17, 2007	Meet with itinerant resource teachers, RTSEs, special education supervisors, and special education instructional specialists to review the information collected regarding specific instructional programming needs in the area(s) of reading and/or mathematics to ensure appropriate interventions are identified for all transitioning students	Central Office and School-based Special Education Staff	Ms. Lisa Heck, Ms. Diane Rosenfeld, Ms. Genevieve Goodman, Ms. Charlene Parilla, Ms. Elena Dennis, and Ms. Jackie Hongladarom, IRTs; Ms. Jane Easton and Ms. Brenda Browne, Special Education Instructional Specialists in Reading
January 18, 2007	Provide an overview of information on the transition of students from learning centers to neighborhood schools	All Elementary Learning Center Coordinators	Ms. Ellen Schaefer, Director, DSBSES; Special Education Supervisors, DSBSES
January–June 2007	Conduct monthly meetings as needed with the community superintendents and principals to discuss the status of the transition of learning center students to their home schools and the specific needs of individual schools	Community Superintendents, Directors of School Performance, Principals	Supervisors/Instructional Specialists and Ms. Ellen Schaefer, Director, DSBSES

IMPLEMENTATION PLAN FOR THE TRANSITION OF SECONDARY LEARNING CENTER STUDENTS TO HOME/CONSORTIA COMPREHENSIVE SECONDARY SCHOOLS

Date	Activity	Targeted Audience	Person(s) Responsible
January–June 2007	Collaborate with OOD to identify professional development in the areas of inclusive practices, co-teaching and reading and mathematics interventions for all secondary schools	DSBSES Staff	Supervisors/Instructional Specialists, and Ms. Ellen Schaefer, Director, DSBSES
February–March 2007	Facilitate parental visitation to the home schools of current learning center students in Grade 5	Parents of Learning Center Students in Grade 5	Special Education Supervisors, Instructional Specialists, RTSEs/IRTs
February–March 2007	Conduct annual review meetings beginning in February. RTSEs from receiving schools and central office staff will attend the Individualized Education Program (IEP) meetings for rising Grade 6 students	RTSEs	Special Education Supervisors, Instructional Specialists, RTSEs/IRTs
February–June 2007	Continue consultation with school-based teams to develop the master schedule to ensure the implementation of a continuum of services	RTSEs, Administrators, Counselors	Special Education Supervisors/Instructional Specialists
March–April 2007	Continue participation in IEP meetings	IEP Teams at Secondary Learning Centers	Special Education Supervisors/Instructional Specialists and/or IRTs

IMPLEMENTATION PLAN FOR THE TRANSITION OF SECONDARY LEARNING CENTER STUDENTS TO HOME/CONSORTIA COMPREHENSIVE SECONDARY SCHOOLS

Date	Activity	Targeted Audience	Person(s) Responsible
April 2007	<p>Collaborate with OOD to develop the plan for professional development for general and special education teachers and paraeducators in the following areas:</p> <ul style="list-style-type: none"> • English/reading and/or mathematics • Behavior management strategies • Use of technology to access the curriculum • Universal Design for Learning (UDL) • Effective co-teaching strategies • Providing accommodations and modifications • Effective utilization of paraeducators • Effective collaboration practices • Training and coaching on researched-based reading/mathematics interventions 	Principals, RTSEs, Staff Development Teachers	Special Education Supervisors, Instructional Specialists; IRTs; Ms. Betty Collins, Staff Development Initiatives, OOD; Mr. Carl Baskerville, Director, Curriculum Training and Development, OOD

IMPLEMENTATION PLAN FOR THE TRANSITION OF SECONDARY LEARNING CENTER STUDENTS TO HOME/CONSORTIA COMPREHENSIVE SECONDARY SCHOOLS

Date	Activity	Targeted Audience	Person(s) Responsible
May 2007	Finalize the 2007–2008 central office assignments to targeted secondary schools to monitor student performance and achievement	Central Office Staff–DSBSES	Ms. Ellen Schaefer, Director, DSBSES; Ms. Gwendolyn J. Mason, Director, DSES
July–August 2007 August 2007–May 2008 (Provide on-site coaching and job-embedded professional development)	Conduct professional development activities in collaboration with OOD on effective co-teaching practices, reading and mathematics interventions, and behavior management strategies	General/Special Education Teachers and Paraeducators	Special Education Instructional Specialists OOD Content Specialist in Special Education, Mathematics, and English/Reading
July–August 2007	Verify the status of the master schedule for secondary schools receiving learning center students	School-based Administrators, RTSEs	Special Education Supervisors
August 2007	Review the schedules of former learning center students to ensure appropriate programming Conduct professional development for new assistant principals on providing a continuum of services in a comprehensive secondary school	RTSEs, Administrators, and Counselors	Special Education Supervisors/ Instructional Specialists

IMPLEMENTATION PLAN FOR THE TRANSITION OF SECONDARY LEARNING CENTER STUDENTS TO HOME/CONSORTIA COMPREHENSIVE SECONDARY SCHOOLS

Date	Activity	Targeted Audience	Person(s) Responsible
September 2007	Verify implementation of the master schedule	RTSEs, Counselors, Administrators	Special Education Supervisors
September 2007	Conduct on-site walk-throughs of co-taught classes to obtain teacher feedback, see how students are performing, and adjust programming as needed	General and Special Education Classes	Special Education Supervisors, Instructional Specialists, and/or IRTs
September 2007– June 2008	Participate monthly on one of the following school committees to monitor special education student performance and achievement: <ul style="list-style-type: none"> • Instructional Council • Data Chat Committee • Literacy Teams • Achievement Steering Committee 	Content Resource Teachers and Instructional Leadership Teams, Administrators	Special Education Supervisors, Instructional Specialists, and/or IRTs
October 2007	Observe former learning center students and conduct 30-day reviews to discuss their instructional programming needs and progress	Learning Center Students and Parents, School Staff	Special Education Supervisors, Instructional Specialists, and/or IRTs
November 2007	Review the report cards for all former learning center students Review/monitor IEP progress towards goals and objectives	Learning Center Students	Special Education Supervisors, Instructional Specialists, and/or IRTs

IMPLEMENTATION PLAN FOR THE TRANSITION OF SECONDARY LEARNING CENTER STUDENTS TO HOME/CONSORTIA COMPREHENSIVE SECONDARY SCHOOLS

Date	Activity	Targeted Audience	Person(s) Responsible
December 2007	Conduct walk-throughs in co-taught classes to see how the students are performing and adjust programming as needed	General and Special Education Teachers	Central Office Special Education Staff
January 2008	Review the second quarter report cards and unit assessment data of former learning center students	Special Education Coordinators, Special and General Education Teachers	Special Education Supervisors/ Instructional Specialists
January 2008	Verify the list of learning center students projected to enter Grade 6 during the 2008–2009 school year	Elementary and Middle School Special Education Coordinators	Special Education Supervisors/ Instructional Specialists; Ms. Ellen Schaefer, Director, DSBSES; Ms. Karen Kosian, Data Systems Specialist, DSEO
February 2008	<p>Conduct annual review meetings beginning in February. RTSEs from receiving schools and central office staff will attend the IEP meetings for rising Grade 6 students</p> <p>Participate in IEP meetings of former learning center students to determine progress and programming needs for Fiscal Year 2009</p>	RTSEs	Special Education Supervisors, Instructional Specialists, and/or IRTs

IMPLEMENTATION PLAN FOR THE TRANSITION OF SECONDARY LEARNING CENTER STUDENTS TO HOME/CONSORTIA COMPREHENSIVE SECONDARY SCHOOLS

Date	Activity	Targeted Audience	Person(s) Responsible
February–March 2008	Identify the participants assigned to provide accommodations during the administration of the Maryland School Assessment (MSA)	Central Office Special Education Staff	Central Office Special Education Staff; Ms. Ellen Schaefer, Director, DSBSES
April 2008	Review the third quarter report cards and unit assessment data for all former learning center students	RTSEs, Counselors, Administrators	Special Education Supervisors, Instructional Specialists, and/or IRTs
May 2008	Collect summative data to develop the end-of-year report on the progress of former learning center students	General and Special Education Teachers	Special Education Supervisors, Instructional Specialists, and/or IRTs; Dr. Heather Wilson, Instructional Specialist, DSEO; Dr. Faith S. Connolly, Director, Department of Shared Accountability (DSA)
June 2008	Review the final report cards and unit assessment data for all former learning center students	RTSEs, Counselors, Administrators	Special Education Supervisors, Instructional Specialists, and/or IRTs
August 2008	Review Spring 2008 MSA data to compare the student performance and achievement data from the Spring 2007 MSA results	School-based Staff/ Administrators, OSP	Ms. Gwendolyn Mason, Director, DSES; Ms. Ellen Schaefer, Director, DSBSES; Special Education Supervisors and Instructional Specialists; Dr. Heather Wilson, Instructional Specialist, DSEO

IMPLEMENTATION PLAN FOR THE TRANSITION OF SECONDARY LEARNING CENTER STUDENTS TO HOME/CONSORTIA COMPREHENSIVE SECONDARY SCHOOLS

Date	Activity	Targeted Audience	Person(s) Responsible
September 2008	Present final report on the progress of former learning center students	OSP, Executive Leadership Staff, Secondary Principals, Special Education Advisory Committee, Montgomery County Council of Parent Teacher Associations, Special Education Advisory Continuous Improvement Committee	Dr. Carey M. Wright, AS, OSESS; Ms. Gwendolyn Mason, Director, DSES; Ms. Vickie Strange-Moscoco, Director, DSEO, Dr. Heather Wilson, Instructional Specialist, DSEO; Dr. Faith S. Connolly, Director, DSA

ATTACHMENT B

STUDENT DATA TABLES

Table 1
Number of Students Receiving Special Education Services Who Took the
May 2006 HSA in High Schools with Special Education Learning Centers
and the Percentage Who Passed Each Content Area —
Disaggregated by Disability and Academic Setting

		English		Biology		Government/NSL		Algebra	
		N Tested	% Pass	N Tested	% Pass	N Tested	% Pass	N Tested	% Pass
Speech Impaired	Special Ed Not LC	9	22.2	9	66.7	10	60.0	20	50.0
	Learning Center	7	.0	8	12.5	9	.0	11	27.3
Other Health Impaired	Special Ed Not LC	17	47.1	16	56.3	18	61.1	15	80.0
	Learning Center	8	.0	9	33.3	9	33.3	10	40.0
Specific Learning Disability	Special Ed Not LC	43	32.6	47	36.2	49	61.2	45	42.2
	Learning Center	30	3.3	42	11.9	41	14.6	41	14.6
All Other	Special Ed Not LC	6	16.7	7	71.4	6	66.7	6	66.7
	Learning Center	n/r	n/r	6	0.0	n/r	n/r	n/r	n/r
Total	Special Ed Not LC	75	33.4	79	46.8	83	61.4	86	52.3
	Learning Center	48	2.1	65	13.8	63	14.3	66	19.7

n/r - fewer than 5 students

Table 2

Number of Students Receiving Special Education Services Who Took the May 2006 HSA in High Schools with Special Education Learning Centers and the Percentage Who Passed Each Content Area — Disaggregated by Hours of Service and Academic Setting

		English		Biology		Government/NSL		Algebra	
		N Tested	% Pass	N Tested	% Pass	N Tested	% Pass	N Tested	% Pass
15 or Fewer Hrs	Special Ed Not LC	58	41.4	60	60.0	66	69.7	63	60.3
	Learning Center	n/r	n/r	n/r	n/r	5	20.0	5	20.0
More than 15 Hrs	Special Ed Not LC	17	5.9	19	5.3	17	29.4	23	30.4
	Learning Center	45	2.2	61	13.1	58	13.8	61	19.7

n/r - fewer than 5 students

Table 3
 Algebra HSA Status For Class of 2009 (Current Grade 10) Students
 Receiving Special Education Services in High Schools with Learning Centers —
 Disaggregated by Academic Setting

			No HSA Test	Fail	Met Minimum	Pass
Walter Johnson	Not LC	N	14	4	3	29
		%	28.0%	8.0%	6.0%	58.0%
	LC	N	14	2	0	1
		%	82.4%	11.8%	.0%	5.9%
John F. Kennedy	Not LC	N	16	6	0	11
		%	48.5%	18.2%	.0%	33.3%
	LC	N	15	0	0	0
		%	100.0%	.0%	.0%	.0%
Watkins Mill	Not LC	N	19	4	3	9
		%	54.3%	11.4%	8.6%	25.7%
	LC	N	44	8	1	6
		%	74.6%	13.6%	1.7%	10.2%
Total	Not LC	N	49	14	6	49
		%	41.5%	11.9%	5.1%	41.5%
	LC	N	73	10	n/r	7
		%	80.2%	11.0%	1.1%	7.7%

Table 4
 Number of Students Receiving Special Education Services Who Took the
 Spring 2006 MSA in Middle Schools with Special Education Learning Centers
 and the Percentage Who Performed at the Proficient or Advanced Level —
 Disaggregated by Disability Code and Academic Setting

		Reading		Mathematics	
		N Tested	% Proficient	N Tested	% Proficient
Speech Impaired	Special Ed Not LC	55	29.1	55	23.6
	Learning Center	54	1.9	54	3.7
Other Health Impaired	Special Ed Not LC	46	45.7	46	32.6
	Learning Center	37	13.5	37	5.4
Specific Learning Disability	Special Ed Not LC	216	46.8	217	35.5
	Learning Center	160	5.0	160	5.0
Autism	Special Ed Not LC	24	87.5	24	79.2
	Learning Center	27	14.8	27	22.2
All Other	Special Ed Not LC	15	46.7	17	47.1
	Learning Center	21	4.8	21	.0

Table 5
 Number of Students Receiving Special Education Services Who Took the
 Spring 2006 MSA in Middle Schools with Special Education Learning Centers
 and the Percentage Who Performed at the Proficient or Advanced Level —
 Disaggregated by Hours of Service and Academic Setting

		Reading		Mathematics	
		N Tested	% Proficient	N Tested	% Proficient
15 or Fewer Hrs	Special Ed Not LC	203	45.3	204	34.8
	Learning Center	5	20.0	5	20.0
More than 15 Hrs	Special Ed Not LC	153	48.4	155	39.4
	Learning Center	294	6.1	294	5.8

Table 6
 Number of Students Receiving Special Education Services Who Took the
 Spring 2006 MSA in Middle Schools with Special Education Learning Centers
 and the Percentage Who Performed at the Proficient or Advanced Level —
 Disaggregated by Least Restrictive Environment and Academic Setting

		Reading		Mathematics	
		N Tested	% Proficient	N Tested	% Proficient
A: < 21%	Special Ed Not LC	239	47.7	242	38.0
	Learning Center	5	20.0	5	20.0
B: 21-60%	Special Ed Not LC	94	45.7	94	38.3
	Learning Center	29	17.2	29	20.7
C: > 60%	Special Ed Not LC	22	36.4	22	18.2
	Learning Center	265	4.9	265	4.2

Table 7
 Number of Students Receiving Special Education Services Who Took the
 Spring 2006 MSA in Middle Schools with Special Education Learning Centers
 and the Percentage Who Performed at the Proficient or Advanced Level —
 Disaggregated by School, Hours of Service, and Academic Setting

Middle School			Reading		Mathematics	
			N Tested	% Proficient	N Tested	% Proficient
Dr. Martin Luther King Jr	15 or Fewer Hrs	Special Ed Not LC	35	42.9	36	36.1
	More than 15 Hrs	Special Ed Not LC	60	18.3	61	8.2
		Learning Center	32	.0	32	.0
Col. E. Brooke Lee	15 or Fewer Hrs	Special Ed Not LC	32	50.0	32	46.9
	More than 15 Hrs	Special Ed Not LC	46	67.4	46	65.2
		Learning Center	52	7.7	52	5.8
Montgomery Village	15 or Fewer Hrs	Special Ed Not LC	46	43.5	46	26.1
	More than 15 Hrs	Special Ed Not LC	27	88.9	28	67.9
		Learning Center	58	3.4	58	8.6
Tilden	15 or Fewer Hrs	Special Ed Not LC	44	56.8	44	45.5
		Learning Center	n/r	n/r	n/r	n/r
	More than 15 Hrs	Special Ed Not LC	12	58.3	12	58.3
		Learning Center	102	9.8	103	7.8
White Oak	15 or Fewer Hrs	Special Ed Not LC	46	34.8	46	23.9
		Learning Center	n/r	n/r	n/r	n/r
	More than 15 Hrs	Special Ed Not LC	8	12.5	8	.0
		Learning Center	50	4.0	49	2.0

n/r - fewer than 5 students

Table 8
 Number of Students Receiving Special Education Services Who Took the
 Spring 2006 MSA in Middle Schools with Special Education Learning Centers
 and the Percentage Who Performed at the Proficient or Advanced Level —
 Disaggregated by Middle School, Disability Code, and Academic Setting

Middle School			Reading		Mathematics	
			N Tested	% Proficient	N Tested	% Proficient
Dr. Martin Luther King Jr.	Speech Impaired	Special Ed Not LC	20	15.0	20	10.0
		Learning Center	10	.0	10	.0
	Other Health Impaired	Special Ed Not LC	11	54.5	11	36.4
		Learning Center	n/r	n/r	n/r	n/r
	Specific Learning Disability	Special Ed Not LC	60	25.0	61	18.0
		Learning Center	15	.0	15	.0
	Autism	Learning Center	n/r	n/r	n/r	n/r
	All Other	Special Ed Not LC	n/r	n/r	n/r	n/r
		Learning Center	n/r	n/r	n/r	n/r
	Col. E. Brooke Lee	Speech Impaired	Special Ed Not LC	n/r	n/r	n/r
Learning Center			9	.0	9	11.1
Other Health Impaired		Special Ed Not LC	11	72.7	11	54.5
		Learning Center	7	28.6	7	14.3
Specific Learning Disability		Special Ed Not LC	56	60.7	56	58.9
		Learning Center	29	3.4	29	.0
Autism		Special Ed Not LC	n/r	n/r	n/r	n/r
		Learning Center	n/r	n/r	n/r	n/r
All Other		Special Ed Not LC	5	20.0	5	40.0
		Learning Center	n/r	n/r	n/r	n/r

n/r - fewer than 5 students

continued

Table 8 *continued*
 Number of Students Receiving Special Education Services Who Took the
 Spring 2006 MSA in Middle Schools with Special Education Learning Centers
 and the Percentage Who Performed at the Proficient or Advanced Level —
 Disaggregated by Middle School, Disability Code, and Academic Setting

Middle School			Reading		Mathematics	
			N Tested	% Proficient	N Tested	% Proficient
Mont. Village	Speech Impaired	Special Ed Not LC	13	15.4	13	15.4
		Learning Center	9	0.0	9	11.1
	Other Health Impaired	Special Ed Not LC	8	37.5	8	25.0
		Learning Center	7	0.0	7	0.0
	Specific Learning Disability	Special Ed Not LC	37	67.6	37	40.5
		Learning Center	38	2.6	38	7.9
	Autism	Special Ed Not LC	10	100.0	10	80.0
		Learning Center	n/r	n/r	n/r	n/r
	All Other	Special Ed Not LC	5	80.0	6	66.7
		Learning Center	n/r	n/r	n/r	n/r
Tilden	Speech Impaired	Special Ed Not LC	12	50.0	12	41.7
		Learning Center	20	5.0	20	.0
	Other Health Impaired	Special Ed Not LC	n/r	n/r	n/r	n/r
		Learning Center	15	20.0	15	6.7
	Specific Learning Disability	Special Ed Not LC	28	50.0	28	39.3
		Learning Center	50	10.0	51	7.8
	Autism	Special Ed Not LC	12	83.3	12	75.0
		Learning Center	17	11.8	17	17.6
	All Other	Special Ed Not LC	n/r	n/r	n/r	n/r
		Learning Center	n/r	n/r	n/r	n/r

n/r - fewer than 5 students

continued

Table 8 *continued*
 Number of Students Receiving Special Education Services Who Took the
 Spring 2006 MSA in Middle Schools with Special Education Learning Centers
 and the Percentage Who Performed at the Proficient or Advanced Level —
 Disaggregated by Middle School, Disability Code, and Academic Setting

Middle School			Reading		Mathematics	
			N Tested	% Proficient	N Tested	% Proficient
White Oak	Speech Impaired	Special Ed Not LC	6	33.3	6	33.3
		Learning Center	6	.0	6	.0
	Other Health Impaired	Special Ed Not LC	12	16.7	12	8.3
		Learning Center	6	.0	6	.0
	Specific Learning Disability	Special Ed Not LC	35	37.1	35	20.0
		Learning Center	28	3.6	27	3.7
	Autism	Special Ed Not LC	n/r	n/r	n/r	n/r
		Learning Center	3	.0	3	33.3
	All Other	Special Ed Not LC	n/r	n/r	n/r	n/r
		Learning Center	9	11.1	9	.0

n/r - fewer than 5 students

Table 9
 Proportion of African American and Hispanic Middle School Students Enrolled in MCPS,
 Receiving Special Education Services, and Receiving Special Education Services
 in a Learning Center in 2005–2006

		African American and Hispanic Students	
		%	N
All MCPS	All Middle School Students	42.6	13,410
	Students Receiving Special Education Services	54.3	2,192
	Students in Learning Center	67.7	231
Dr. Martin Luther King, Jr.	All Students	53.0	457
	Students Receiving Special Education Services	65.4	87
	Students in Learning Center	79.4	27
Col. E. Brooke Lee	All Students	68.2	397
	Students Receiving Special Education Services	62.7	89
	Students in Learning Center	80.3	49
Montgomery Village	All Students	69.1	513
	Students Receiving Special Education Services	62.4	106
	Students in Learning Center	74.0	54
Tilden	All Students	25.4	209
	Students Receiving Special Education Services	43.5	80
	Students in Learning Center	43.5	47
White Oak	All Students	63.5	558
	Students Receiving Special Education Services	78.7	118
	Students in Learning Center	83.1	54

Table 10
 Proportion of African American and Hispanic High School Students Enrolled in MCPS,
 Receiving Special Education Services, and Receiving Special Education Services
 in a Learning Center in 2005–2006

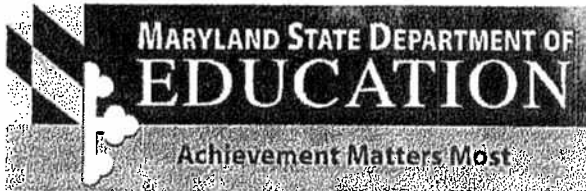
		African American and Hispanic Students	
		%	N
All MCPS	All High School Students	40.8	18,509
	Students Receiving Special Education Services	53.0	2,821
	Students in Learning Center	65.8	231
Walter Johnson	All Students	21.7	431
	Students Receiving Special Education Services	29.6	84
	Students in Learning Center	41.3	43
John F. Kennedy	All Students	72.6	1,077
	Students Receiving Special Education Services	80.6	183
	Students in Learning Center	78.3	54
Watkins Mill	All Students	62.1	1,269
	Students Receiving Special Education Services	67.6	192
	Students in Learning Center	75.3	134

Table 11
 Percentage of Students Receiving Special Education Services
 in Middle and High Schools with
 Special Education Learning Centers
 2006-2007

	MCPS N	Spec. Ed. N	Spec. Ed. %	LC %
Middle School	30,856	3,908	12.7%	1.0%
High School	44,527	4,869	10.9%	.7%
Col. E. Brooke Lee	513	126	24.6%	8.0%
Dr. M. L. King, Jr.	741	120	16.2%	4.7%
Mont. Village	749	184	24.6%	10.7%
Tilden	770	191	24.8%	12.1%
White Oak	811	137	16.9%	5.7%
John F. Kennedy	1,495	224	15.0%	2.7%
Walter Johnson	1,967	272	13.8%	1.1%
Watkins Mill	1,767	273	15.4%	4.2%

Table 12
 Percentage of Students with Disabilities in the Most Restrictive Environment
 Within Schools with Secondary Learning Centers
 FY 2006-2007

School Name	School Population	Special Ed Students Total	Students with Disabilities in General Education < 40% of the Day (LRE C). State Target is 17.22% for 2006-2007.	
			Number	Percentage
King	741	120	31	26%
Lee	513	126	41	33%
White Oak	811	137	70	51%
Montgomery Village	749	184	96	52%
Tilden	770	191	104	54%
Johnson, Walter	1967	272	106	39%
Watkins Mill HS	1777	273	124	45%
Kennedy	1495	224	120	54%



Nancy S. Grasmick
State Superintendent of Schools

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD

June 3, 2005

Dr. Patricia Kelly
Acting Director of Special Education
Montgomery County Public Schools
850 Hungerford Drive, Room 208
Rockville, Maryland 20850

Dear Dr. Kelly:

As you are aware, the Individuals with Disabilities Education Act (IDEA 2004) was signed into law on December 3, 2004 by President George W. Bush. The relevant provisions of the Act will be in effect as of July 1, 2005.

Early Intervening Services and Disproportionality/Over-identification of students with disabilities based on race and ethnicity are among the key provisions of IDEA 2004:

- Early Intervening Services may include professional development to aid in the delivery of scientifically-based academic instruction, literacy instruction, behavioral intervention, and use of instructional software to improve results for students. These services can also include provision of educational and behavioral evaluations or services, and academic supports such as scientifically-based literacy instruction for students at risk of identification under IDEA (Refer to Informational Update, Attachment A);
- Disproportionate representation of minority students in terms of identification, placement, and disciplinary removal is a complex area of study. Local school systems and the State have been working to address this issue since 1995, including entering into partnership agreements with the United States Department of Education, Office for Civil Rights (Refer to Informational Update, Attachment B).

Attached please find copies of Maryland State Department of Education (MSDE) Informational Updates, Office of Special Education Programs (OSEP) Fact Sheets, and statutory side-by-side that include additional information on these topic areas, as well as the process for identifying jurisdictions as requiring and addressing disproportionality (Refer to Fact Sheet, Attachment C).

The Division of Special Education/Early Intervention Services has collected and analyzed data to determine if significant disproportionality, based on race and ethnicity, is occurring in the local school systems with respect to:

- The identification of students with disabilities, including the overall rate of identification and identification with a particular impairment as defined in Section 602(3) (Refer to Identification and Placement Chart, Attachment D);
- The placement in particular educational setting of students with disabilities; and
- The incidence, duration, and type of disciplinary actions, including suspensions and expulsions (Refer to Data Tables, Attachment E).

Dr. Kelly
June 3, 2005
Page Two

The review of the applicable federal policies and an analysis of the data (Refer to Summary/Funding Chart, Attachment F) to comply with the requirements of IDEA 2004 has been completed. Based on the data submitted to MSDE and the use of the federal formula, your school system has been determined to be significantly disproportionate. Therefore, consistent with federal direction, **you are required to reserve 15% (\$3,873,713) of your federal allocation to provide comprehensive coordinated Early Intervening Services to students in groups that are significantly over-identified pursuant to Sections 618(d) and 613(f). In addition, you must publicly report on the revision of policies, practices, and procedures as described in section 618(d)(1)(A).**

As mentioned previously, Early Intervening Services can involve any of the following: professional development activities for scientifically-based academic instruction, literacy instruction, behavioral intervention, and the use of instructional software. The school system may also use this portion of federal funds to provide evaluations, services, and supports for education, behavior, or literacy instruction. Early Intervening Services are also designed to ensure appropriate placements and services for all students and to reduce disproportionality in eligibility, placement and disciplinary actions for minority and limited English proficient students.

Your school system is required to set aside 15% of your Part B allocation for this purpose (Refer to Summary/Funding Chart, Attachment F). You will also have to amend your FY 2006 local application for federal funds (Refer to Budget Amendment Application, Attachment G) to reflect this adjustment and include a budget narrative detailing how the funds will be used to provide Early Intervening Services. **The amendment to your local application for federal funds along with the budget narrative is due within 45 days of this correspondence.**

If you have any questions, please contact Ms. Kimberly Lewis at (410) 767-0249. We thank you in advance for your cooperation in meeting the requirements of IDEA 2004. As additional federal regulations and policy guidance become available, we will share them with you and other key stakeholders.

Sincerely,



Carol Ann Baglin, Ed.D.
Assistant State Superintendent
Division of Special Education/
Early Intervention Services

CAR:GPF:dlw

Attachments: Informational Updates A & B
Fact Sheet C
Identification/Placement Chart D
Data Tables E
Summary/Funding Chart F
Budget Amendment Application G

c: Nancy S. Grasmick
Jerry Dean West
Kim Lewis

Brian Rice
George Failla
Lee Murphy