

**Maryland School for the Blind**  
**Annual Data on SPP/APR Part B Indicators**  
**Notice of Performance for the Period July 1, 2021 – June 30, 2022**

SPP/APR Indicators		FFY 2021 (SFY 2022) Part B Indicators				Previous Results	
		State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2020	FFY 2019
Results Indicator	Compliance Indicator						
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data based on 2020-2021) COMAR 13A.03.02.09 COMAR 13A.05.01.01	≥ 73.85%	NA	NA	Student level data are reported in the LEA of residency.	NA	NA
2	Students with IEPs dropping out (lag data based on 2020-2021) * New Methodology for FFY 2021 COMAR 13A.08.01.07	≤ 13.26%	NA	NA	Student level data are reported in the LEA of residency.	NA	NA
3A	State Assessment: Participation rates of IEP students in all grades in the LEA COMAR 13A.05.11.05	≥ 95.00%	NA	NA	Student level data are reported in the LEA of residency.	NA	NA
		Mathematics	NA	NA		NA	NA
		Reading	NA	NA		NA	NA
		Mathematics	NA	NA		NA	NA
		Reading	NA	NA		NA	NA
		Mathematics	NA	NA		NA	NA
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	≥ 95.00%	NA	NA	Student level data are reported in the LEA of residency.	NA	NA
		Reading	NA	NA		NA	NA
		Mathematics	NA	NA		NA	NA
		Reading	NA	NA		NA	NA
		Mathematics	NA	NA		NA	NA
		Reading	NA	NA		NA	NA

<sup>1</sup> Local results are based on current data unless otherwise indicated.  
MSB Annual Data FFY 2021  
Maryland State Department of Education, Division of Early Intervention and Special Education Services

**Maryland School for the Blind**  
**Annual Data on SPP/APR Part B Indicators**  
**Notice of Performance for the Period July 1, 2021 – June 30, 2022**

3C	Proficiency rate for children with IEPs against alternate academic achievement standards.  COMAR 13A.05.11.05	4	Mathematics	≥ 25.00%	NA	NA	Student level data are reported in the LEA of residency.	NA	NA
			Reading	≥ 40.00%	NA	NA		NA	NA
		8	Mathematics	≥ 33.00%	NA	NA		NA	NA
			Reading	≥ 50.00%	NA	NA		NA	NA
		HS	Mathematics	≥ 53.00%	NA	NA		NA	NA
			Reading	≥ 53.00%	NA	NA		NA	NA
3D	Gap in proficiency rates for children with IEPs and all students against grade level academic achievement standards.  COMAR 13A.05.11.05	4	Mathematics	≤ 14.00	NA	NA	Student level data are reported in the LEA of residency.	NA	NA
			Reading	≤ 17.00	NA	NA		NA	NA
		8	Mathematics	≤ 6.31	NA	NA		NA	NA
			Reading	≤ 24.00	NA	NA		NA	NA
		HS	Mathematics	≤ 34.50	NA	NA		NA	NA
			Reading	≤ 48.00	NA	NA		NA	NA
4A	Discrepancy in multiple suspensions (> 10 days): Disabled vs. nondisabled  <input type="checkbox"/> Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03						No further action required.		
			≤ 2.00	NA	NA	NA	NA		
			≤ 2.00	NA	NA	NA	NA		
5A	Discrepancy in single suspensions (> 10 days): Disabled vs. nondisabled  <input type="checkbox"/> Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.03.03						No further action required.		
			≥ 71.00%	NA	NA	NA	NA	No further action required.	NA

<sup>1</sup> Local results are based on current data unless otherwise indicated.



**Maryland School for the Blind**  
**Annual Data on SPP/APR Part B Indicators**  
**Notice of Performance for the Period July 1, 2021 – June 30, 2022**

	COMAR 13A.05.01.10											
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C)	≤ 11.75%	NA	NA	NA	No further action required.		NA	0.00%			
5C	COMAR 13A.05.01.10 Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities	≤ 6.25%	NA	NA	NA	No further action required.		NA	100%			
6A	COMAR 13A.05.01.10 COMAR 13A.05.01.16 Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day	≥ 62.00%	81.25%	Met	Target met. No further action required.		100%	87.50%				
6B	COMAR 13A.05.01.10 Students aged 3-5 LRE: Separate School or Class	≤ 20.00%	0.00%	Met	Target met. No further action required.		0.00%	12.50%				
6C	COMAR 13A.05.01.10 Students aged 3-5 LRE: Home	≤ 0.33%	0.00%	Met	Target met. No further action required.		0.00%	NA				
7A	Students aged 3-5 demonstrate improved positive social-emotional skills	≥ 70.50%	NA	NA	Less than 10 students. No further action required.		66.67%	60.00%				
7B	COMAR 13A.13.01.09 Students aged 3-5 demonstrate acquisition and use of knowledge and skills	≥ 53.50%	NA	NA	Less than 10 students. No further action required.		0.00%	0.00%				
7C	COMAR 13A.13.01.09 Students aged 3-5 demonstrate use of appropriate behavior to meet their needs.	≥ 73.00%	NA	NA	Less than 10 students. No further action required.		40.00%	60.00%				
8	COMAR 13A.13.01.09 Parent Survey	≥ 51.50%	NA	NA	Less than 10 students. No further action required.		16.67%	0.00%				
		≥ 72.00%	NA	NA	Less than 10 students. No further action required.		50.00%	40.00%				
		≥ 60.00%	NA	NA	Less than 10 students. No further action required.		0.00%	0.00%				
		≥ 85.25%	91%	Met	Target met. No further action required.		*	100%				

<sup>1</sup>Local results are based on current data unless otherwise indicated.

**Maryland School for the Blind**  
**Annual Data on SPP/APR Part B Indicators**  
**Notice of Performance for the Period July 1, 2021 – June 30, 2022**

	Note: Response Rate targets based on State mean.	Age 6-21	≥ 72.50%	79%	Met	Target met. No further action required.	88%	89%
	* Less than 10 survey responses	Preschool Response Rate	≥ 21%	92%	Met	Target met. No further action required.	27%	NA
	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:	School-Age Response Rate	≥ 9%	39%	Met	Target met. No further action required.	48%	NA
14	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%	NA	NA	No further action required.	NA	NA
		B. Higher ED or employed w/in 1 year of leaving HS	≥ 57.00%	NA	NA	No further action required.	NA	NA
		C. Higher ED or training program or employed w/in 1 year of leaving HS	≥ 58.00%	NA	NA	No further action required.	NA	NA
4B (Ages 6-21)	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity <input type="checkbox"/> Discrepancy exists in the category * Cell size < 5 or N size is < 20	American	< 2.00	NA	NA	No further action required.	NA	NA
		Indian/Alaska Native	< 2.00	NA	NA	No further action required.	NA	NA
		Asian	< 2.00	NA	NA	No further action required.	NA	NA
		Black/African American	< 2.00	NA	NA	No further action required.	NA	NA
		Native Hawaiian/Pacific Islander	< 2.00	NA	NA	No further action required.	NA	NA
		White	< 2.00	NA	NA	No further action required.	NA	NA
		2 or more races	< 2.00	NA	NA	No further action required.	NA	NA
		Hispanic/Latino	< 2.00	NA	NA	No further action required.	NA	NA
		American Indian/Alaska Native	< 2.00	NA	NA	No further action required.	NA	NA
		Asian	< 2.00	NA	NA	No further action required.	NA	NA
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	Black/African American	< 2.00	NA	NA	No further action required.	NA	NA
		Native Hawaiian/Pacific Islander	< 2.00	NA	NA	No further action required.	NA	NA
		White	< 2.00	NA	NA	No further action required.	NA	NA
		Hispanic/Latino	< 2.00	NA	NA	No further action required.	NA	NA
		American Indian/Alaska Native	< 2.00	NA	NA	No further action required.	NA	NA

<sup>1</sup>Local results are based on current data unless otherwise indicated.



**Maryland School for the Blind**  
**Annual Data on SPP/APR Part B Indicators**  
**Notice of Performance for the Period July 1, 2021 – June 30, 2022**

in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	2 or more races	< 2.00	NA	NA	NA	NA	NA	NA	NA	NA	NA	
	Hispanic/Latino	< 2.00	NA	NA	NA	NA	NA	NA	NA	NA	NA	
<b>FFY 2021 (SFY 2022) Part B Indicators</b>												
SPP/APR Indicators <input type="checkbox"/> Results Indicator <input type="checkbox"/> Compliance Indicator	<b>Required Action</b>											
	Disproportionate representation ( $\geq 2.0$ ) in disability categories by race as a result of inappropriate identification <input type="checkbox"/> Discrepancy exists in the category * Cell size < 5 or N size is < 20 COMAR 13A.08.01.21	American Indian/Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
		Asian	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
		Black/African American	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
		Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
		White	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
		2 or more races	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
		Hispanic/Latino	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
		Intellectual Disability	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
		Specific Learning Disability	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Emotional Disability		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
Speech or language Impairment	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		
Other Health Impairment	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		
Autism	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		
No further action required.												

<sup>1</sup>Local results are based on current data unless otherwise indicated.  
 MSB Annual Data FFY 2021  
 Maryland State Department of Education, Division of Early Intervention and Special Education Services

**Maryland School for the Blind**  
**Annual Data on SPP/APR Part B Indicators**  
**Notice of Performance for the Period July 1, 2021 – June 30, 2022**

SPP/APR Indicators		FFY 2021 (SFY 2022) Part B Indicators				Previous Results	
		State Target	Local Results <sup>1</sup>	Target Met	Action Required	FFY 2020	FFY 2019
Results Indicator	Compliance Indicator						
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100%	100%	Met	Target met. No further action required.	100%	100%
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.	NA	100%
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%	100%	Met	Target met. No further action required. Subsequent data demonstrated that the noncompliance identified in FFY 2020 was corrected within one year of the written finding.	100%	92.93%
	Timely correction of noncompliance (Specific actions required are embedded within each Results and Compliance Indicator and used to establish local determination status)	100%	100%	Met	Target met. No further action required.	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%	100%	Met	Data and reports submitted in a timely and accurate manner. No further action required.	100%	100%
	Number of State complaints filed	NA	1	NA	1 complaint withdrawn or resolved.	0	0
	Number of State complaints identified with violation(s)	NA	NA	NA	No further action required.	0	0
	Number of State findings from State complaints	NA	NA	NA	No further action required.	0	0

<sup>1</sup>Local results are based on current data unless otherwise indicated.



**Maryland School for the Blind**  
**Annual Data on SPP/APR Part B Indicators**  
**Notice of Performance for the Period July 1, 2021 – June 30, 2022**

corrected in a timely manner									
Number of due process hearings filed	NA	0	NA	No further action required.	0	0			
Number of due process hearings identified with violations	NA	0	NA	No further action required.	0	0			
Fiscal Accountability: Number of findings identified	NA	0	NA	No further action required.	0	0			
Percentage of students taking the Alternate Assessment: Reading	<1.0%	NA	NA	NA	NA	NA			
Percentage of students taking the Alternate Assessment: Math	<1.0%	NA	NA	NA	NA	NA			
Percentage of students taking the Alternate Assessment: Science	<1.0%	NA	NA	NA	NA	NA			
Number of SWD Restraints	NA	NA	NA	NA	NA	NA			
Number of SWD Seclusions	NA	NA	NA	NA	NA	NA			

<sup>1</sup> Local results are based on current data unless otherwise indicated.  
MSB Annual Data FFY 2021  
Maryland State Department of Education, Division of Early Intervention and Special Education Services