

**Montgomery County**  
**Annual Data on Part B State Performance Plan (SPP) Priority Indicators**  
**for the Period July 1, 2023 – June 30, 2024 (FFY 2023)**

Part B Annual SPP Performance Report								
<b>SPP/APR Indicators</b> <div> <div></div> Results Indicator <div></div> Compliance Indicator </div>			FFY 2023 (SFY 2024)			Action Required	Previous Results	
			State Target	Local Results	Target Met		FFY 2022	FFY 2021
1	Students with IEPs graduating with a regular diploma - Annual 618 Data (lag data indicator) COMAR 13A.03.02.09 COMAR 13A.05.01.01		> 74.85%	76.61%	Yes	Target met. No further action is required.	78.62%	76.55%
2	Students with IEPs dropping out (lag data indicator) COMAR 13A.08.01.07		< 12.75%	12.16%	Yes	Target met. No further action is required.	10.16%	8.29%
3A	State Assessment: Participation rates of IEP students in all grades in the LEA. COMAR 13A.05.11.05	Participation – Reading – 4th Grade	> 95.00%	99.88%	Yes	Target met. No further action is required.	99.26%	98.14%
		Participation – Reading – 8th Grade	> 95.00%	97.24%	Yes	Target met. No further action is required.	97.07%	95.47%
		Participation – Reading – High School	> 95.00%	94.08%	No	Target not met. An Improvement Plan is required.	97.46%	92.87%
		Participation – Math – 4th Grade	> 95.00%	99.76%	Yes	Target met. No further action is required.	99.26%	98.51%
		Participation – Math – 8th Grade	> 95.00%	96.53%	Yes	Target met. No further action is required.	96.94%	95.28%
		Participation – Math – High School	> 95.00%	92.78%	No	Target not met. An Improvement Plan is required.	91.78%	89.91%
3B	Proficiency rate for children with IEPs against grade level academic achievement standards. COMAR 13A.05.11.05	Proficiency Grade Level Standards – Reading – 4th Grade	> 14.00%	22.75%	Yes	Target met. No further action is required.	23.46%	22.27%
		Proficiency Grade Level Standards – Reading – 8th Grade	> 11.00%	19.11%	Yes	Target met. No further action is required.	17.87%	17.37%
		Proficiency Grade Level Standards – Reading – High School	> 21.00%	22.70%	Yes	Target met. No further action is required.	33.45%	37.05%

		Proficiency Grade Level Standards – Math – 4th Grade	> 17.00%	18.04%	Yes	Target met. No further action is required.	17.16%	15.78%
		Proficiency Grade Level Standards – Math – 8th Grade	> 3.00%	8.12%	Yes	Target met. No further action is required.	6.80%	7.84%
		Proficiency Grade Level Standards – Math – High School	> 13.00%	11.06%	No	Target not met. An Improvement Plan is required.	15.25%	15.98%
<b>3C</b>	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	Alternate Academic Achievement Standards – Reading – 4th Grade	> 45.00%	1.95%	No	Target not met. An Improvement Plan is required.	1.94%	7.63%
		Alternate Academic Achievement Standards – Reading – 8th Grade	> 55.00%	13.12%	No	Target not met. An Improvement Plan is required.	12.78%	13.69%
		Alternate Academic Achievement Standards – Reading – High School	> 58.00%	22.41%	No	Target not met. An Improvement Plan is required.	48.15%	34.78%
		Alternate Academic Achievement Standards – Math – 4th Grade	> 30.00%	12.90%	No	Target not met. An Improvement Plan is required.	14.65%	22.22%
		Alternate Academic Achievement Standards – Math – 8th Grade	> 38.00%	6.88%	No	Target not met. An Improvement Plan is required.	9.77%	7.14%
		Alternate Academic Achievement Standards – Math – High School	> 58.00%	20.69%	No	Target not met. An Improvement Plan is required.	52.78%	29.38%
<b>3D</b>	Gap in Proficiency Rates COMAR 13A.05.11.05	Gap in Proficiency Rates – Reading – 4th Grade	< 16.00%	31.67%	No	Target not met. Improvement Plan is required.	32.60%	31.53%
		Gap in Proficiency Rates – Reading – 8th Grade	< 23.00%	32.57%	No	Target not met. Improvement Plan is required.	33.95%	34.37%
		Gap in Proficiency Rates – Reading – High School	< 47.00%	40.77%	Yes	Target met. No further action is required.	32.18%	33.99%

			Gap in Proficiency Rates – Math – 4th Grade	< 13.00%	25.07%	No	Target not met. Improvement Plan is required.	26.40%	21.84%
			Gap in Proficiency Rates – Math – 8th Grade	< 6.11%	16.42%	No	Target not met. Improvement Plan is required.	15.91%	13.25%
			Gap in Proficiency Rates – Math – High School	< 33.50%	30.68%	Yes	Target met. No further action is required.	30.92%	32.40%
4A	Total suspensions ( > 10 days ): Disabled vs. nondisabled COMAR 13A.08.03.03			< 2.00	0.36	Yes	Target met. No further action is required.	0.89	0.89
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10			> 71.50%	69.58%	No	Target not met. An Improvement Plan is required.	69.46%	67.29%
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10			< 11.25%	15.11%	No	Target not met. An Improvement Plan is required.	15.44%	15.55%
5C	Students aged 6-21 whose LRE is separate public/private day and residential facilities and home and hospital facilities COMAR 13A.05.01.10 COMAR 13A.05.01.16			< 5.75%	4.61%	Yes	Target met. No further action is required.	4.86%	5.00%
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10			> 64.00%	36.34%	No	Target not met. An Improvement Plan is required.	33.43%	38.74%
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10			< 18.00%	50.18%	No	Target not met. An Improvement Plan is required.	52.94%	47.04%
6C	Students aged 3-5 LRE: Home			< 0.32%	0.09%	Yes	Target met. No further action is required.	0.25%	0.12%
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	SS1 – Social Emotional - Exits with substantial growth	> 71.50%	78.49%	Yes	Target met. No further action is required.	74.01%	78.06%	
		SS2 – Social Emotional - Exits within age expectations	> 54.50%	42.82%	No	Target not met. An Improvement Plan is required.	42.08%	44.62%	
7B	Students aged 3-5 demonstrate acquisition and use of knowledge and skills COMAR 13A.13.01.09	SS1 – Knowledge & Skills - Exits with substantial growth	> 74.00%	81.18%	Yes	Target met. No further action is required.	79.69%	79.30%	
		SS2– Knowledge & Skills - Exits within age expectations	> 52.50%	42.28%	No	Target not met. An Improvement Plan is required.	43.44%	44.00%	

7C	Students aged 3-5 demonstrate use of appropriate behavior to meet their needs. COMAR 13A.13.01.09	SS1 – Behavior to Meet Needs - Exits with substantial growth	> 73.00%	77.71%	Yes	Target met. No further action is required.	67.47%	79.11%
		SS2 – Behavior to Meet Needs - Exits within age expectations	> 61.00%	51.29%	No	Target not met. An Improvement Plan is required.	48.30%	55.75%
8A	Parent Survey - Preschool Age		> 86.00%	80.00%	No	Target not met. An Improvement Plan is required.	80.00%	76.00%
8A Response Rate	Parent Survey- Preschool Response Rate		> 11.00%	10.00%	No	Target not met. An Improvement Plan is required.	19.00%	23.00%
8B	Parent Survey - School Age		> 73.50%	69.00%	No	Target not met. An Improvement Plan is required.	67.00%	68.00%
8B Response Rate	Parent Survey - School Age Response Rate		> 8.00%	6.00%	No	Target not met. An Improvement Plan is required.	10.00%	11.00%
14	Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were: COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3) (a)(ii)	Higher Education	> 26.50%	45.44%	Yes	Target met. No further action is required.	44.41%	42.51%
		Higher Education or Employed	> 59.00%	66.23%	Yes	Target met. No further action is required.	68.88%	67.64%
		Higher Ed, Training, or Employed	> 60.00%	68.98%	Yes	Target met. No further action is required.	71.15%	68.90%
4B	Discrepancy ( ≥ 2.0 ) in the rate of suspensions and expulsions of students ages 6-21 with IEPs by race/ethnicity COMAR 13A.08.01.21	Discrepancy - Black/African American	< 2.00	2.02	No	Target not met. An Improvement Plan is required.	2.05	-
		Discrepancy - Hispanic/Latino	< 2.00	1.27	Yes	Target met. No further action is required.	2.07	-
		Discrepancy - Two or more races	< 2.00	-	NA	Target met. No further action required.	0.00	-
		Discrepancy - White	< 2.00	-	NA	Target met. No further action required.	0.00	-

9	Disproportionate representation ( $\geq 2.0$ ) in students ages 6-21 special education of racial groups as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - American Indian/Alaska Native	< 2.00	0.53	Yes	Target met. No further action is required.	0.93	1.00
		Disproportionate Representation - Asian	< 2.00	1.31	Yes	Target met. No further action is required.	0.54	0.53
		Disproportionate Representation - Black/African American	< 2.00	1.19	Yes	Target met. No further action is required.	1.30	1.29
		Disproportionate Representation - Native Hawaiian/Pacific Islander	< 2.00	1.12	Yes	Target met. No further action is required.	1.26	0.93
		Disproportionate Representation - White	< 2.00	0.93	Yes	Target met. No further action is required.	0.95	0.94
		Disproportionate Representation - 2 or more races	< 2.00	0.81	Yes	Target met. No further action is required.	0.91	0.90
		Disproportionate Representation - Hispanic/Latino	< 2.00	0.94	Yes	Target met. No further action is required.	1.11	1.14
10	Disproportionate representation ( $\geq 2.0$ ) in disability categories by race as a result of inappropriate identification. COMAR 13A.08.01.21	Disproportionate Representation - Intellectual Disability - American Indian/Alaska Native	< 2.00	-	NA	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - Asian	< 2.00	0.41	Yes	Target met. No further action required.	0.53	0.54
		Disproportionate Representation - Intellectual Disability - Black/African American	< 2.00	1.90	Yes	Target met. No further action required.	1.89	1.72
		Disproportionate Representation - Intellectual Disability - Native Hawaiian/Pacific Islander	< 2.00	-	NA	Target met. No further action required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - White	< 2.00	0.44	Yes	Target met. No further action required.	0.47	0.51
		Disproportionate Representation - Intellectual Disability - 2 or more races	< 2.00	0.60	Yes	Target met. No further action required.	0.55	0.67

Disproportionate Representation - Intellectual Disability - Hispanic/Latino	< 2.00	1.46	Yes	Target met. No further action required.	1.33	1.38
Disproportionate Representation - Specific Learning Disability - American Indian/Alaska Native	< 2.00	1.28	Yes	Target met. No further action required.	1.33	1.52
Disproportionate Representation - Specific Learning Disability - Asian	< 2.00	0.25	Yes	Target met. No further action required.	0.25	0.26
Disproportionate Representation - Specific Learning Disability - Black/African American	< 2.00	1.09	Yes	Target met. No further action required.	1.11	1.11
Disproportionate Representation - Specific Learning Disability - Native Hawaiian/Pacific Islander	< 2.00	1.00	Yes	Target met. No further action required.	1.21	1.08
Disproportionate Representation - Specific Learning Disability - White	< 2.00	0.70	Yes	Target met. No further action required.	0.70	0.70
Disproportionate Representation - Specific Learning Disability - 2 or more races	< 2.00	0.58	Yes	Target met. No further action required.	0.58	0.63
Disproportionate Representation - Specific Learning Disability - Hispanic/Latino	< 2.00	1.96	Yes	Target met. No further action required.	1.93	1.94
Disproportionate Representation - Emotional Disturbance - American Indian/Alaska Native	< 2.00	-	NA	Target met. No further action required.	0.00	3.49
Disproportionate Representation - Emotional Disturbance - Asian	< 2.00	0.22	Yes	Target met. No further action required.	0.25	0.17







		Disproportionate Representation - Autism - Black/African American	< 2.00	1.58	Yes	Target met. No further action required.	1.50	1.40
		Disproportionate Representation - Autism - Native Hawaiian/Pacific Islander	< 2.00	1.58	Yes	Target met. No further action required.	1.53	1.73
		Disproportionate Representation - Autism - White	< 2.00	1.00	Yes	Target met. No further action required.	1.11	1.22
		Disproportionate Representation - Autism - 2 or more races	< 2.00	1.09	Yes	Target met. No further action required.	1.05	1.03
		Disproportionate Representation - Autism - Hispanic/Latino	< 2.00	0.62	Yes	Target met. No further action required.	0.60	0.58
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06		= 100.00%	96.84%	No	Target not met, but a high level of compliance was achieved. Correction of noncompliance is required, but an Improvement Plan is not.	97.01%	96.99%
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		= 100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	98.58%
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)		= 100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Correction of Noncompliance	Correction of Noncompliance MSDE		= 100.00%	100.00%	Yes	Target met. No further action is required.	0.00%	0.00%
Timely and Valid Data	Timely and Valid Data MSDE		= 100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
Number of Complaints Filed	Number of Complaints Filed MSDE/DEISES		= 0.00	19.00	No	No further action is required.	19.00	28.00
Number of Complaints Identified with Violations	Number of Complaints Identified with Violations MSDE/DEISES		= 0.00	15.00	No	Please work with Dispute Resolution staff to ensure any identified noncompliance is corrected as soon as possible but in no case later than one year from notification of findings.	15.00	20.00

<b>Number of Due Process Hearings Filed</b>	Number of Due Process Hearings Filed MSDE	= 0.00	14.00	No	No further action is required.	119.00	70.00
<b>Number of Due Process Hearings Identified with Violations</b>	Number of Due Process Hearings Identified with Violations MSDE	= 0.00	5.00	No	Please work with Dispute Resolution staff to ensure any identified noncompliance is corrected as soon as possible but in no case later than one year from notification of findings.	0.00	0.00
<b>Fiscal Accountability: Number of Findings Identified</b>	Fiscal Accountability: Number of Findings Identified MSDE	= 0.00	0.00	Yes	No further action is required.	0.00	0.00
<b>Percentage of Students Taking the Alternate Assessment: Reading</b>	Percentage of Students Taking the Alternate Assessment: Reading MSDE	< 1.00%	1.31%	No	Target not met. An Improvement plan is required.	1.18%	1.30%
<b>Percentage of Students Taking the Alternate Assessment: Math</b>	Percentage of Students Taking the Alternate Assessment: Math MSDE	< 1.00%	1.42%	No	Target not met. An Improvement Plan is required.	1.19%	1.30%
<b>Percentage of Students Taking the Alternate Assessment: Science</b>	Percentage of Students Taking the Alternate Assessment: Science MSDE	< 1.00%	1.23%	No	Target not met. An Improvement Plan is required.	1.03%	1.30%
<b>Number of SWD Restraints</b>	Number of SWD Restraints MSDE	= 0.00	153.00	No	No further action is required.	320.00	611.00
<b>Number of SWD Seclusions</b>	Number of SWD Seclusions MSDE	= 0.00	0.00	Yes	No further action is required.	0.00	249.00
<b>Significant Disproportionality</b>	Number of Categories Identified for Significant Disproportionality 34 C.F.R. § 300.646	= 0.00	3.00	No	A Comprehensive Coordinated Early Intervening Services (CCEIS) Plan is required.	4.00	1.00