Carroll County

Annual Data on Part B State Performance Plan (SPP) Priority Indicators

for the Period July 1, 2023- June 30, 2024 (FFY 2023)

	SPP/APR Indicators	ance Indicator	FFY 2	023 (SFY 20	24)	Action Required	Previous	s Results
Results			State Target	Local Results	Target Met	Required	Previous FFY 2022 68.88% 18.37% 100.00% 98.59% 92.95% 100.00% 98.10% 98.10% 16.73% 16.73% 12.10%	FFY 2021
1	Students with IEF regular diploma - (lag data indicato COMAR 13A.03.0 13A.05.01.01	-)	> 74.85%	68.16%	No	Target not met. An Improvement Plan is required.	68.88%	73.94%
2	Students with IEF data indicator) COMAR 13A.08.0	es dropping out (lag)1.07	< 12.75%	12.29%	Yes	Target met. No further action is required.	18.37%	9.09%
3 A	BA State Assessment: Participation rates of IEP	Participation – Reading – 4th Grade	> 95.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00
rates of IEP students in all grades in the LEA. COMAR 13A.05.11.05		Participation – Reading – 8th Grade	> 95.00%	99.47%	Yes	Target met. No further action is required.	98.59%	98.269
		Participation – Reading – High School	> 95.00%	91.87%	No	Target not met. An Improvement Plan is required.	92.95%	100.00
		Participation – Math – 4th Grade	> 95.00%	99.68%	Yes	Target met. No further action is required.	100.00%	99.60
		Participation – Math – 8th Grade	> 95.00%	99.46%	Yes	Target met. No further action is required.	98.10%	97.39
		Participation – Math – High School	> 95.00%	92.19%	No	Target not met. An Improvement Plan is required.	88.99%	100.00
3B	Proficiency rate for children with IEPs against grade level academic acbiavoment	Proficiency Grade Level Standards – Reading – 4th Grade	> 14.00%	17.82%	Yes	Target met. No further action is required.	16.73%	22.31
	achievement standards. COMAR 13A.05.11.05	Proficiency Grade Level Standards – Reading – 8th Grade	> 11.00%	13.94%	Yes	Target met. No further action is required.	7.73%	4.37%
		Proficiency Grade Level Standards – Reading – High School	> 21.00%	19.80%	No	Target not met. An Improvement Plan is required.	12.10%	13.829

	Proficiency Grade Level Standards – Math – 4th Grade	> 17.00%	15.89%	No	Target not met. An Improvement Plan is required.	15.87%	20.33%
	Proficiency Grade Level Standards – Math – 8th Grade	> 3.00%	7.93%	Yes	Target met. No further action is required.	5.24%	2.94%
	Proficiency Grade Level Standards – Math – High School	> 13.00%	6.67%	No	Target not met. An Improvement Plan is required.	3.90%	1.49%
3C Proficiency rate for children with IEPs against alternate academic achievement standarda	Alternate Academic Achievement Standards – Reading – 4th Grade	> 45.00%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	0.00%
COMAR 13A.05.11.05	Alternate Academic Achievement Standards – Reading – 8th Grade	> 55.00%	19.05%	No	Target not met. An Improvement Plan is required.	43.75%	30.00%
	Alternate Academic Achievement Standards – Reading – High School	> 58.00%	16.67%	No	Target not met. An Improvement Plan is required.	66.67%	64.00%
	Alternate Academic Achievement Standards – Math – 4th Grade	> 30.00%	33.33%	Yes	Target met. No further action is required.	27.27%	0.00%
	Alternate Academic Achievement Standards – Math – 8th Grade	> 38.00%	0.00%	No	Target not met. An Improvement Plan is required.	6.25%	10.00%
	Alternate Academic Achievement Standards – Math – High School	> 58.00%	23.08%	No	Target not met. An Improvement Plan is required.	65.00%	32.00%
Gap in Proficiency Rates COMAR 13A.05.11.05	Gap in Proficiency Rates – Reading – 4th Grade	< 16.00%	46.19%	No	Target not met. Improvement Plan is required.	49.60%	43.29%
	Gap in Proficiency Rates – Reading – 8th Grade	< 23.00%	50.75%	No	Target not met. Improvement Plan is required.	55.01%	43.67%
	Gap in Proficiency Rates – Reading	< 47.00%	45.97%	Yes	Target met. No further action is required.	36.39%	35.41%
	for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	Grade Level Standards - Math - 4th GradeProficiency Grade Level Standards - Math - 8th GradeProficiency rate for children with LEPs against alternate academic Academic Achievement standards. COMAR 13A.05.11.05Proficiency rate for children with standards. COMAR 13A.05.11.05Alternate Academic Achievement standards - Reading - 4th GradeAlternate Academic Achievement standards - Reading - 8th GradeAlternate Academic Achievement Standards - Reading - 8th GradeAlternate Academic Achievement Standards - Reading - 8th GradeAlternate Academic Achievement Standards - Reading - 8th GradeAlternate Academic Achievement Standards - Math - 4th GradeAlternate Academic Achievement Standards - Math - 8th GradeGap in Proficiency Rates COMAR 13A.05.11.05Gap in Proficiency Rates - Reading - 4th GradeGap in Proficiency Rates - Reading - 8th GradeGap in Proficiency Rates - Reading - 8th Grade	Grade Level Standards - Math - 4th GradeSProficiency Grade Level Standards - Math - 8th Grade> 3.00%Proficiency Grade Level Standards - Math - 8th Grade> 13.00%Proficiency rate for children with IEPs against actievement standards. COMAR COMARAlternate Actievement School> 45.00%Alternate academic actievement standards - Reading - 4th Grade> 55.00%Alternate Academic Achievement Standards - Reading - 8th Grade> 55.00%Alternate Academic Achievement Standards - Reading - 8th Grade> 58.00%Alternate Academic Achievement Standards - Reading - High School> 30.00%Alternate Academic Achievement Standards - Reading - High School> 30.00%Alternate Academic Achievement Standards - Math - 8th Grade> 30.00%Alternate Academic Achievement Standards - Math - 8th Grade> 38.00%Alternate Academic Achievement Standards - Math - 8th Grade> 38.00%Alternate Academic Achievement Standards - Math - 8th Grade> 58.00%Gap in Proficiency Rates - Reading - 4th Grade> 58.00%Gap in Proficiency Rates - Reading - 4th Grade< 32.00%	Grade Level Standards – Math – 4th GradeProficiency Grade Level Standards – Math – 8th Grade Level Standards – Math – 8th Grade Level Standards – Math – High School> 3.00%7.93%Proficiency Grade Level Standards – Math – High School> 13.00%6.67%Proficiency rate for children with LEPs against altermate academic Achievement Standards – Reading – 4th Grade> 45.00%0.00%Alternate Academic Achievement Standards – Reading – 4th> 45.00%0.00%Alternate Academic Achievement Standards – Reading – 4th> 55.00%19.05%Ja.05.11.05Alternate Academic Achievement Standards – Reading – 8th Grade> 58.00%16.67%Alternate Academic Achievement Standards – Reading – 8th Grade> 30.00%33.33%Alternate Academic Achievement Standards – Reading – 8th Grade> 38.00%0.00%Alternate Academic Achievement Standards – Math – 8th Grade> 38.00%0.00%Alternate Academic Achievement Standards – Math – 8th Grade> 38.00%23.08%Alternate Academic Achievement Standards – Math – 8th Grade> 38.00%23.08%Proficiency Rates – Reading 3A.05.11.05Gap in Proficiency Rates – Reading> 16.00%46.19%Proficiency Rates – Reading - 4th Grade< 23.00%	Grade Level Math - 4th GradeSa.00% Sa.00%7.93% Sa.90%YesProficiency Grade Level Standards - Math - 8th Grade> 3.00%7.93%YesProficiency Grade Level Standards - Math - 8th Grade> 13.00%6.67%NoProficiency Grade Level Standards - Math - High School> 13.00%0.00%NoProficiency rate for children with IEF's against academic Achievement Standards - Math - High School> 45.00%0.00%NoProficiency rate for children with IEF's against academic Achievement Standards - Math - High School> 55.00%19.05%NoAlternate Academic Achievement Standards - Math - 4th> 58.00%16.67%NoAlternate Academic Achievement Standards - Math - 4th> 30.00%3.33%YesAlternate Academic Achievement Standards - Math - 4th> 38.00%0.00%NoAlternate Academic Achievement School> 58.00%23.08%NoGradeAlternate Academic Achievement School> 58.00%23.08%NoGradeSchoolSolowSolowNoNoGradeSelemic Academic Achievement SchoolSolowSolowNoGradeSelemic Academic<	Grade Level Standards - Math - 4th GradeS.3.00% Grade Level Standards - Math - 6th Grade Level Standards - Math - 6th Grade Level Grade Level Standards - Math - 1thighS.3.00% Standards - Math - 6th Standards - Math - 1thigh School7.93% Standards - Math - 1thigh SchoolYes Target not met. An Improvement Improvement Improvement Improvement Proficiency Grade Level SchoolS.3.00% Standards - Achievement Standards - Standards - Reading - 4th Grade7.93% Standards - Standards - Reading - 4th GradeYes Standards - Reading - 4th GradeTarget not met. An Achievement Standards - Reading - 4th GradeS.5.00% Standards - Standards - Reading - 4th GradeS.5.00% Standards - Reading - 4thNoTarget not met. An Achievement Proficiency Reading - 4th GradeS.5.00% Standards - Reading - 4th GradeS.5.00% Standards - Reading - 4thS.5.00% Standards - Reading - 4th GradeS.5.00% Standards - Reading - 4th GradeS.5.00% Standards - Reading - 4th GradeS.S.00% Standards - Reading - 4th Gra	Reader Grade Level Standards – 4th Grade Level Standards – 1> 3.00% Standards – 17.93% Standards – 1Yes Target not met. An provement proficiency Grade Level Standards – 1> 3.00% Standards – 17.93% Standards – 1Yes Target not met. An provement Proficiency Standards – 1> 3.00% Standards – 1Standards – 13.90% Standards – 1Proficiency rate for chiferen with LEPs agains alternate academic achievement Standards – 1> 45.00% Standards – 10.00%NoTarget not met. An Provement Prin is rarget not met. Achievement Standards – 1> 55.00% Standards – 1NoTarget not met. Anspectence Prin is rarget not met.3.90% Anspectence Achievement Standards – 1> 55.00%10.0%NoTarget not met. Anspectence Prin is rarget not met.43.75% AnspectenceAtternate Achievement Standards – Standards – Standards – Standards – Reading – 4th Standards – Standards – Standards – Reading – 4th Standards – Standards – <b< td=""></b<>

00% of the day (MD COMAR 13A.05.01. Students aged 6-21	abled 03 whose LRE is ≥ SSIS LRE A)	< 13.00% < 6.11% < 33.50% < 2.00 > 71.50%	36.72% 25.96% 26.87% 0.87	No No Yes Yes	Target not met. Improvement Plan is required. Target not met. Improvement Plan is required. Target met. No further action is required. Target met. No further action is	39.61% 25.41% 52.43% 0.55	30.53% 21.18% 56.57% 0.55
Disabled vs. nondisa COMAR 13A.08.03. Students aged 6-21 50% of the day (MD COMAR 13A.05.01. Students aged 6-21	Proficiency Rates – Math – 8th Grade Gap in Proficiency Rates – Math – High School > 10 days): abled 03 whose LRE is ≥ SSIS LRE A)	< 33.50%	26.87%	Yes	Improvement Plan is required. Target met. No further action is required. Target met. No	52.43%	56.57%
Disabled vs. nondisa COMAR 13A.08.03. Students aged 6-21 50% of the day (MD COMAR 13A.05.01. Students aged 6-21	Proficiency Rates – Math – High School > 10 days): abled 03 whose LRE is ≥ SSIS LRE A)	< 2.00			further action is required. Target met. No		
Disabled vs. nondisa COMAR 13A.08.03. Students aged 6-21 50% of the day (MD COMAR 13A.05.01. Students aged 6-21	abled 03 whose LRE is ≥ SSIS LRE A)		0.87	Yes		0.55	0 55
00% of the day (MD COMAR 13A.05.01. Students aged 6-21	SSIS LRE A)	> 71.50%			required.		0.00
	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10		80.03%	Yes	Target met. No further action is required.	79.71%	77.91%
Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		< 11.25%	6.08%	Yes	Target met. No further action is required.	7.25%	8.01%
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%	2.48%	Yes	Target met. No further action is required.	2.67%	3.18%
Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		> 64.00%	13.78%	No	Target not met. An Improvement Plan is required.	36.22%	38.07%
School or Class		< 18.00%	22.61%	No	Target not met. An Improvement Plan is required.	24.02%	26.90%
Students aged 3-5 L	.RE: Home	< 0.32%	0.00%	Yes	Target met. No further action is required.	0.00%	0.51%
Students aged 3- 5 demonstrate nproved positive ocial-emotional kills	SS1 – Social Emotional - Exits with substantial growth	> 71.50%	90.48%	Yes	Target met. No further action is required.	88.19%	67.90%
COMAR 3A.13.01.09	SS2 – Social Emotional - Exits within age expectations	> 54.50%	57.39%	Yes	Target met. No further action is required.	24.02% 24.02% 0.00% 88.19% 46.45% 89.12%	41.67%
Students aged 3- i demonstrate icquisition and ise of knowledge ind skills	SS1 – Knowledge & Skills - Exits with substantial growth	> 74.00%	88.17%	Yes	Target met. No further action is required.	89.12%	75.31%
3A.13.01.09	SS2– Knowledge & Skills - Exits within age expectations	> 52.50%	60.23%	Yes	Target met. No further action is required.	50.32%	36.90%
	eparate public/priva sidential facilities OMAR 13A.05.01. 3A.05.01.16 tudents aged 3-5 L gular early childho ajority of the day OMAR 13A.05.01. tudents aged 3-5 L chool or Class OMAR 13A.05.01. tudents aged 3-5 L tudents aged 3-5 L tudents aged 3-4 demonstrate oproved positive ocial-emotional dills OMAR 3A.13.01.09	aparate public/private day and sidential facilitiesaparate public/private day and sidential facilitiesaparate public/private day and pospital facilitiesOMAR 13A.05.01.10 COMAR 3A.05.01.16tudents aged 3-5 LRE: Services in gular early childhood setting the ajority of the day OMAR 13A.05.01.10tudents aged 3-5 LRE: Separate chool or Class OMAR 13A.05.01.10tudents aged 3-5 LRE: Hometudents aged 3-5 LRE: Hometudents aged 3-5 LRE: Hometudents aged 3-5 LRE: Hometudents aged 3-6 LRE: Hometudents aged 3-7 LRE: Hometudents aged 3-7 LRE: Hometudents aged 3-8 LRE: Hometudents aged 3-6 LRE: Hometudents aged 3-6 LRE: Hometudents aged 3-7 LRE: Hometudents aged 3-7 LRE: HomeSS2 - Social Emotional - Exits within age expectationstudents aged 3-7 LRE: HomeSS2 - Social Emotional - Exits within age expectationstudents aged 3-7 LRE: HomeSS2 - Social Emotional - Exits within age expectationstudents aged 3-7 LRE: Hometudents aged 3-7 LRE: HomeSS2 - Social Emotional - Exits within age expectationstudents aged 3-7 LRE: Hometudents aged 3-7 LRE: HomeSS2 - Social Emotional - Exits with substantial growthSS2 - Knowledge & Skills - Exits within ageSS2 - Knowledge & Skills - Exits within age	apparate public/private day and sidential facilitiesSidential facilitiesOMAR 13A.05.01.10 COMAR 3A.05.01.16> 64.00%tudents aged 3-5 LRE: Services in gular early childhood setting the ajority of the day OMAR 13A.05.01.10> 64.00%tudents aged 3-5 LRE: Separate chool or Class OMAR 13A.05.01.10< 18.00%	aparate public/private day and sidential facilitiesSidential facilitiesOMAR 13A.05.01.10 COMAR 3A.05.01.16Services in gular early childhood setting the ajority of the day OMAR 13A.05.01.10> 64.00%13.78%tudents aged 3-5 LRE: Services in gular early childhood setting the ajority of the day OMAR 13A.05.01.10> 64.00%13.78%tudents aged 3-5 LRE: Separate chool or Class OMAR 13A.05.01.10< 18.00%	aparate public/private day and sidential facilities ODMAR 13A.05.01.10 COMAR 3A.05.01.16> 64.00%13.78%Notudents aged 3-5 LRE: Services in gular early childhood setting the ajority of the day OMAR 13A.05.01.10> 64.00%13.78%Notudents aged 3-5 LRE: Separate chool or Class OMAR 13A.05.01.10< 18.00%	sparate public/private day and sidential facilities OMAR 13A.05.01.10 COMAR 3A.05.01.16further action is required.tudents aged 3-5 LRE: Services in gular early childhood setting the ajority of the day OMAR 13A.05.01.10> 64.00%13.78%NoTarget not met. An Improvement Plan is required.tudents aged 3-5 LRE: Separate chool or Class OMAR 13A.05.01.10< 18.00%	$ \begin{array}{c c c c c c c c c c c c c c c c c c c $

7C	Students aged 3- 5 demonstrate use of appropriate behavior to meet	SS1 – Behavior to Meet Needs - Exits with substantial growth	> 73.00%	87.20%	Yes	Target met. No further action is required.	86.86%	71.25%
	their needs. COMAR 13A.13.01.09	SS2 – Behavior to Meet Needs - Exits within age expectations	> 61.00%	61.93%	Yes	Target met. No further action is required.	57.42%	51.19%
8A	Parent Survey - Pre	eschool Age	> 86.00%	82.00%	No	Target not met. An Improvement Plan is required.	80.00%	78.00%
8A Response Rate	Parent Survey- Preschool Response Rate		> 11.00%	30.00%	Yes	Target met. No action is required.	54.00%	77.00%
8B	Parent Survey - School Age		> 73.50%	74.00%	Yes	Target met. No action is required.	74.00%	76.00%
8B Response Rate	Parent Survey - School Age Response Rate		> 8.00%	13.00%	Yes	Target met. No action is required.	10.00%	18.00%
14	who are no longer in	Higher Education	> 26.50%	26.67%	Yes	Target met. No further action is required.	20.81%	25.45%
	secondary school, had IEPs in effect at the time they left school, and were:	Higher Education or Employed	> 59.00%	63.89%	Yes	Target met. No further action is required.	61.42%	68.48%
	COMAR 13A.08.01.07 COMAR 13A.05.01.09A(3) (a)(ii)	Higher Ed, Training, or Employed	> 60.00%	67.78%	Yes	Target met. No further action is required.	66.50%	74.55%
4B	Discrepancy (≥ 2.0) in the rate of suspensions and expulsions of	Discrepancy - Black/African American	< 2.00	-	NA	Target not met. An Improvement Plan is required.	0.00	-
	students ages 6- 21 with IEPs by race/ethnicity COMAR	Discrepancy - Hispanic/Latino	< 2.00	-	NA	Target not met. An Improvement Plan is required.	0.00	-
	13A.08.01.21	Discrepancy - Two or more races	< 2.00	-	NA	Target not met. An Improvement Plan is required.	0.00	-
		Discrepancy - White	< 2.00	4.36	No	Target not met. An Improvement Plan is required.	3.77	-
9	Disproportionate representation (≥ 2.0) in students ages 6-21 special education of racial groups	Disproportionate Representation - American Indian/Alaska Native	< 2.00	0.61	Yes	Target met. No further action is required.	1.89	2.00
	as a result of inappropriate identification. COMAR	Disproportionate Representation - Asian	< 2.00	1.16	Yes	Target met. No further action is required.	0.58	0.61
	13A.08.01.21	Disproportionate Representation - Black/African American	< 2.00	0.97	Yes	Target met. No further action is required.	1.13	1.15

		Disproportionate Representation - Native Hawaiian/Pacific Islander	< 2.00	1.07	Yes	Target met. No further action is required.	0.99	0.76
		Disproportionate Representation - White	< 2.00	1.29	Yes	Target met. No further action is required.	0.92	0.91
		Disproportionate Representation - 2 or more races	< 2.00	1.30	Yes	Target met. No further action is required.	1.29	1.34
		Disproportionate Representation - Hispanic/Latino	< 2.00	0.94	Yes	Target met. No further action is required.	1.11	1.10
10	10 Disproportionate representation (≥ 2.0) in disability categories by race as a result of inappropriate identification.	Disproportionate Representation - Intellectual Disability - American Indian/Alaska Native	< 2.00	-	NA	Target not met. An Improvement Plan is required.	0.00	0.00
	COMAR 13A.08.01.21	Disproportionate Representation - Intellectual Disability - Asian	< 2.00	2.19	No	Target not met. An Improvement Plan is required.	1.88	1.62
		Disproportionate Representation - Intellectual Disability - Black/African American	< 2.00	1.65	Yes	Target met. No further action required.	1.06	1.45
		Disproportionate Representation - Intellectual Disability - Native Hawaiian/Pacific Islander	< 2.00	-	NA	Target not met. An Improvement Plan is required.	0.00	0.00
		Disproportionate Representation - Intellectual Disability - White	< 2.00	0.68	Yes	Target met. No further action required.	0.86	0.97
		Disproportionate Representation - Intellectual Disability - 2 or more races	< 2.00	2.70	No	Target not met. An Improvement Plan is required.	1.78	1.04
		Disproportionate Representation - Intellectual Disability - Hispanic/Latino	< 2.00	-	NA	Target not met. An Improvement Plan is required.	0.62	0.61
		Disproportionate Representation - Specific Learning Disability - American Indian/Alaska Native	< 2.00	-	NA	Target not met. An Improvement Plan is required.	0.00	0.00

Disproportionate Representation - Specific Learning Disability - Asian	< 2.00	0.18	Yes	Target met. No further action required.	0.24	0.29
Disproportionate Representation - Specific Learning Disability - Black/African American	< 2.00	1.12	Yes	Target met. No further action required.	1.21	1.22
Disproportionate Representation - Specific Learning Disability - Native Hawaiian/Pacific Islander	< 2.00	-	NA	Target not met. An Improvement Plan is required.	0.00	0.00
Disproportionate Representation - Specific Learning Disability - White	< 2.00	0.85	Yes	Target met. No further action required.	0.86	0.79
Disproportionate Representation - Specific Learning Disability - 2 or more races	< 2.00	1.14	Yes	Target met. No further action required.	1.22	1.34
Disproportionate Representation - Specific Learning Disability - Hispanic/Latino	< 2.00	1.63	Yes	Target met. No further action required.	1.44	1.59
Disproportionate Representation - Emotional Disturbance - American Indian/Alaska Native	< 2.00	-	NA	Target not met. An Improvement Plan is required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Asian	< 2.00	-	NA	Target not met. An Improvement Plan is required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Black/African American	< 2.00	1.42	Yes	Target met. No further action required.	1.36	1.22
Disproportionate Representation - Emotional Disturbance - Native Hawaiian/Pacific Islander	< 2.00	-	NA	Target not met. An Improvement Plan is required.Target not met. An Improvement Plan is required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - White	< 2.00	1.12	Yes	Target met. No further action required.	1.20	1.24

Disproportionate Representation - Emotional Disturbance - 2 or more races	< 2.00	2.04	No	Target not met. An Improvement Plan is required.	1.67	1.58
Disproportionate Representation - Emotional Disturbance - Hispanic/Latino	< 2.00	0.37	Yes	Target met. No further action required.	0.45	0.43
Disproportionate Representation - Speech or Language Impairments - American Indian/Alaska Native	< 2.00	-	NA	Target not met. An Improvement Plan is required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Asian	< 2.00	0.58	Yes	Target met. No further action required.	0.69	0.68
Disproportionate Representation - Speech or Language Impairments - Black/African American	< 2.00	0.75	Yes	Target met. No further action required.	0.78	0.79
Disproportionate Representation - Speech or Language Impairments - Native Hawaiian/Pacific Islander	< 2.00	-	NA	Target not met. An Improvement Plan is required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - White	< 2.00	1.23	Yes	Target met. No further action required.	1.04	0.99
Disproportionate Representation - Speech or Language Impairments - 2 or more races	< 2.00	1.10	Yes	Target met. No further action required.	1.06	1.17
Disproportionate Representation - Speech or Language Impairments - Hispanic/Latino	< 2.00	0.94	Yes	Target met. No further action required.	1.14	1.20
Disproportionate Representation - Other Health Impairments - American Indian/Alaska Native	< 2.00	-	NA	Target not met. An Improvement Plan is required.	0.00	0.00

		A 15		_	e 15	c ===
Disproportionate Representation - Other Health Impairments - Asian	< 2.00	0.46	Yes	Target met. No further action required.	0.47	0.55
Disproportionate Representation - Other Health Impairments - Black/African American	< 2.00	1.42	Yes	Target met. No further action required.	1.53	1.59
Disproportionate Representation - Other Health Impairments - Native Hawaiian/Pacific Islander	< 2.00	-	NA	Target not met. An Improvement Plan is required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - White	< 2.00	0.92	Yes	Target met. No further action required.	0.78	0.81
Disproportionate Representation - Other Health Impairments - 2 or more races	< 2.00	1.32	Yes	Target met. No further action required.	1.35	1.45
Disproportionate Representation - Other Health Impairments - Hispanic/Latino	< 2.00	0.96	Yes	Target met. No further action required.	1.23	1.04
Disproportionate Representation - Autism - American Indian/Alaska Native	< 2.00	-	NA	Target not met. An Improvement Plan is required.	0.00	0.00
Disproportionate Representation - Autism - Asian	< 2.00	1.35	Yes	Target met. No further action required.	1.41	1.03
Disproportionate Representation - Autism - Black/African American	< 2.00	1.77	Yes	Target met. No further action required.	1.27	1.41
Disproportionate Representation - Autism - Native Hawaiian/Pacific Islander	< 2.00	-	NA	Target not met. An Improvement Plan is required.	0.00	0.00
Disproportionate Representation - Autism - White	< 2.00	0.73	Yes	Target met. No further action required.	0.80	0.87
Disproportionate Representation - Autism - 2 or more races	< 2.00	1.46	Yes	Target met. No further action required.	1.49	1.37
Disproportionate Representation - Autism - Hispanic/Latino	< 2.00	0.85	Yes	Target met. No further action required.	0.86	0.85

11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	= 100.00%	99.87%	No	Target not met, but a high level of compliance was achieved. Correction of noncompliance is required, but an Improvement Plan is not.	99.46%	99.62%
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.	90.00%	75.00%
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%	99.25%
Correction of Noncompliance	Correction of Noncompliance MSDE	= 100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
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	5.00	No	No further action is required.	5.00	2.00
Number of Complaints Identified with Violations	Number of Complaints Identified with Violations MSDE/DEISES	= 0.00	3.00	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.	2.00	1.00
Number of Due Process Hearings Filed	Number of Due Process Hearings Filed MSDE	= 0.00	1.00	No	No further action is required.	7.00	7.00
Number of Due Process Hearings Identified with Violations	Number of Due Process Hearings Identified with Violations MSDE	= 0.00	0.00	Yes	No further action is required.	0.00	0.00
Fiscal Accountability: Number of Findings Identified	Fiscal Accountability: Number of Findings Identified MSDE	= 0.00	0.00	Yes	No further action is required.	0.00	0.00
Percentage of Students Taking the Alternate Assessment: Reading	Percentage of Students Taking the Alternate Assessment: Reading MSDE	< 1.00%	0.62%	Yes	Target met. No further action is required.	0.69%	0.80%
Percentage of Students Taking the Alternate Assessment: Math	Percentage of Students Taking the Alternate Assessment: Math MSDE	< 1.00%	0.59%	Yes	Target met. No further action is required.	0.72%	0.90%

Percentage of Students Taking the Alternate Assessment: Science	Percentage of Students Taking the Alternate Assessment: Science MSDE	< 1.00%	0.81%	Yes	Target Met No further action is required.	0.79%	1.10%
Number of SWD Restraints	Number of SWD Restraints MSDE	= 0.00	45.00	No	No further action is required.	192.00	298.00
Number of SWD Seclusions	Number of SWD Seclusions MSDE	= 0.00	0.00	Yes	No further action is required.	0.00	190.00
Significant Disproportionality	Number of Categories Identified for Significant Disproportionality 34 C.F.R. § 300.646	= 0.00	1.00	No	A Comprehensive Coordinated Early Intervening Services (CCEIS) Plan is required.	0.00	0.00