

Juvenile Services Education Program (JSEP)
Annual Data on Part B State Performance Plan (SPP) Priority Indicators
for the Period July 1, 2022 – June 30, 2023 (FFY 2022)

Part B Annual SPP Performance Report								
SPP/APR Indicators ■ Results Indicator ■ Compliance Indicator		FFY 2022 (SFY 2023)			Action Required	Previous Results		
		State Target	Local Results	Target Met		FFY 2021	FFY 2020	
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	74.35%	-	NA		-	-	
2	Students with IEPs dropping out (ESSA Option 2 leaver rate based on lag data for 2019-2020) COMAR 13A.08.01.07	13.00%	-	NA		-	-	
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%	-	NA		-	-
		Participation – Reading – 8th Grade	95.00%	-	NA		-	-
		Participation – Reading – High School	95.00%	-	NA		-	-
		Participation – Math – 4th Grade	95.00%	-	NA		-	-
		Participation – Math – 8th Grade	95.00%	-	NA		-	-
		Participation – Math – High School	95.00%	-	NA		-	-
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	11.00%	-	NA		-	-
		Proficiency Grade Level Standards – Reading – 8th Grade	9.00%	-	NA		-	-
		Proficiency Grade Level Standards – Reading – High School	17.50%	-	NA		-	-
		Proficiency Grade Level Standards – Math – 4th Grade	14.00%	-	NA		-	-
		Proficiency Grade Level Standards – Math – 8th Grade	2.50%	-	NA		-	-
		Proficiency Grade Level Standards – Math – High School	10.50%	-	NA		-	-
3C	Proficiency rate for children with IEPs against alternate academic achievement standards. COMAR 13A.05.11.05	Alternate Academic Achievement Standards – Reading – 4th Grade	42.50%	-	NA		-	-
		Alternate Academic Achievement Standards – Reading – 8th Grade	52.50%	-	NA		-	-
		Alternate Academic Achievement Standards – Reading – High School	55.50%	-	NA		-	-
		Alternate Academic Achievement Standards – Math – 4th Grade	27.50%	-	NA		-	-

		Alternate Academic Achievement Standards – Math – 8th Grade	35.50%	-	NA		-	-
		Alternate Academic Achievement Standards – Math – High School	55.50%	-	NA		-	-
3D	Gap in Proficiency Rates COMAR 13A.05.11.05	Gap in Proficiency Rates – Reading – 4th Grade	16.50%	-	NA		-	-
		Gap in Proficiency Rates – Reading – 8th Grade	23.50%	-	NA		-	-
		Gap in Proficiency Rates – Reading – High School	47.50%	-	NA		-	-
		Gap in Proficiency Rates – Math – 4th Grade	13.50%	-	NA		-	-
		Gap in Proficiency Rates – Math – 8th Grade	6.21%	-	NA		-	-
		Gap in Proficiency Rates – Math – High School	34.00%	-	NA		-	-
4A	Multiple suspensions (> 10 days): Disabled vs. nondisabled COMAR 13A.08.03.03	2.00	0.00	Yes	Target met. No further action is required.	0.00	-	
5A	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10	71.25%	-	NA		-	-	
5B	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10	11.50%	-	NA		-	-	
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	6.00%	-	NA		-	-	
6A	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10	63.00%	-	NA		-	-	
6B	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10	19.00%	-	NA		-	-	
6C	Students aged 3-5 LRE: Home	0.32%	-	NA		-	-	
7A	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	SS1 – Social Emotional - Exits with substantial growth	71.00%	-	NA		-	-
		SS2 – Social Emotional - Exits within age expectations	54.00%	-	NA		-	-
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	73.50%	-	NA		-	-
		SS2– Knowledge & Skills - Exits within age expectations	52.00%	-	NA		-	-
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	72.50%	-	NA		-	-
		SS2 – Behavior to Meet Needs - Exits within age expectations	60.50%	-	NA		-	-
8A	Parent Survey - Preschool Age	85.50%	-	NA		-	-	
8A Response Rate	Parent Survey- Preschool Response Rate	18.00%	-	NA		-	-	
8B	Parent Survey - School Age	73.00%	67.00%	No	Target not met. An Improvement Plan is required.	80.00%	73.00%	

8B Response Rate	Parent Survey - School Age Response Rate		9.00%	55.00%	Yes	Target met. No action is required.	54.00%	33.00%
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	25.50%	-	NA		-	-
		Higher Education or Employed	58.00%	-	NA		-	-
		Higher Ed, Training, or Employed	58.00%	-	NA		-	-
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	-	NA		-	-
		Discrepancy - Hispanic/Latino	2.00	-	NA		-	-
		Discrepancy - Two or more races	2.00	-	NA		-	-
		Discrepancy - White	2.00	-	NA		-	-
9	Disproportionate representation (≥ 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	-	NA		-	-
		Disproportionate Representation - Asian	2.00	-	NA		-	-
		Disproportionate Representation - Black/African American	2.00	-	NA		-	-
		Disproportionate Representation - Native Hawaiian/Pacific Islander	2.00	-	NA		-	-
		Disproportionate Representation - White	2.00	-	NA		-	-
		Disproportionate Representation - 2 or more races	2.00	-	NA		-	-
		Disproportionate Representation - Hispanic/Latino	2.00	-	NA		-	-
10	Disproportionate representation (≥ 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		-	-
		Disproportionate Representation - Intellectual Disability - Asian	2.00	-	NA		-	-
		Disproportionate Representation - Intellectual Disability - Black/African American	2.00	-	NA		-	-
		Disproportionate Representation - Intellectual Disability - Native Hawaiian/Pacific Islander	2.00	-	NA		-	-
		Disproportionate Representation - Intellectual Disability - White	2.00	-	NA		-	-
		Disproportionate Representation - Intellectual Disability - 2 or more races	2.00	-	NA		-	-
		Disproportionate Representation - Intellectual Disability - Hispanic/Latino	2.00	-	NA		-	-
		Disproportionate Representation - Specific Learning Disability - American Indian/Alaska Native	2.00	-	NA		-	-
		Disproportionate Representation - Specific Learning Disability - Asian	2.00	-	NA		-	-

Disproportionate Representation - Specific Learning Disability - Black/African American	2.00	-	NA		-	-
Disproportionate Representation - Specific Learning Disability - Native Hawaiian/Pacific Islander	2.00	-	NA		-	-
Disproportionate Representation - Specific Learning Disability - White	2.00	-	NA		-	-
Disproportionate Representation - Specific Learning Disability - 2 or more races	2.00	-	NA		-	-
Disproportionate Representation - Specific Learning Disability - Hispanic/Latino	2.00	-	NA		-	-
Disproportionate Representation - Emotional Disturbance - American Indian/Alaska Native	2.00	-	NA		-	-
Disproportionate Representation - Emotional Disturbance - Asian	2.00	-	NA		-	-
Disproportionate Representation - Emotional Disturbance - Black/African American	2.00	-	NA		-	-
Disproportionate Representation - Emotional Disturbance - Native Hawaiian/Pacific Islander	2.00	-	NA		-	-
Disproportionate Representation - Emotional Disturbance - White	2.00	-	NA		-	-
Disproportionate Representation - Emotional Disturbance - 2 or more races	2.00	-	NA		-	-
Disproportionate Representation - Emotional Disturbance - Hispanic/Latino	2.00	-	NA		-	-
Disproportionate Representation - Speech or Language Impairments - American Indian/Alaska Native	2.00	-	NA		-	-
Disproportionate Representation - Speech or Language Impairments - Asian	2.00	-	NA		-	-
Disproportionate Representation - Speech or Language Impairments - Black/African American	2.00	-	NA		-	-
Disproportionate Representation - Speech or Language Impairments - Native Hawaiian/Pacific Islander	2.00	-	NA		-	-
Disproportionate Representation - Speech or Language Impairments - White	2.00	-	NA		-	-
Disproportionate Representation - Speech or Language Impairments - 2 or more races	2.00	-	NA		-	-

	Disproportionate Representation - Speech or Language Impairments - Hispanic/Latino	2.00	-	NA		-	-
	Disproportionate Representation - Other Health Impairments - American Indian/Alaska Native	2.00	-	NA		-	-
	Disproportionate Representation - Other Health Impairments - Asian	2.00	-	NA		-	-
	Disproportionate Representation - Other Health Impairments - Black/African American	2.00	-	NA		-	-
	Disproportionate Representation - Other Health Impairments - Native Hawaiian/Pacific Islander	2.00	-	NA		-	-
	Disproportionate Representation - Other Health Impairments - White	2.00	-	NA		-	-
	Disproportionate Representation - Other Health Impairments - 2 or more races	2.00	-	NA		-	-
	Disproportionate Representation - Other Health Impairments - Hispanic/Latino	2.00	-	NA		-	-
	Disproportionate Representation - Autism - American Indian/Alaska Native	2.00	-	NA		-	-
	Disproportionate Representation - Autism - Asian	2.00	-	NA		-	-
	Disproportionate Representation - Autism - Black/African American	2.00	-	NA		-	-
	Disproportionate Representation - Autism - Native Hawaiian/Pacific Islander	2.00	-	NA		-	-
	Disproportionate Representation - Autism - White	2.00	-	NA		-	-
	Disproportionate Representation - Autism - 2 or more races	2.00	-	NA		-	-
	Disproportionate Representation - Autism - Hispanic/Latino	2.00	-	NA		-	-
11	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
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%	-	NA		-	-
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.	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	0.00	Yes	No further action is required.	0.00	4.00
Number of Complaints Identified with Violations	Number of Complaints Identified with Violations MSDE/DEISES	0.00	0.00	Yes	No further action is required.	0.00	1.00
Number of Due Process Hearings Filed	Number of Due Process Hearings Filed MSDE	0.00	0.00	Yes	No further action is required.	0.00	0.00
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	-	NA		0.00	0.00
Percentage of Students Taking the Alternate Assessment: Reading	Percentage of Students Taking the Alternate Assessment: Reading MSDE	1.00%	-	NA		-	-
Percentage of Students Taking the Alternate Assessment: Math	Percentage of Students Taking the Alternate Assessment: Math MSDE	1.00%	-	NA		-	-
Percentage of Students Taking the Alternate Assessment: Science	Percentage of Students Taking the Alternate Assessment: Science MSDE	1.00%	-	NA		-	-
Number of SWD Restraints	Number of SWD Restraints MSDE	0.00	-	NA		0.00	-
Number of SWD Seclusions	Number of SWD Seclusions MSDE	0.00	-	NA		0.00	-
Significant Disproportionality	Number of Categories Identified for Significant Disproportionality 34 C.F.R. § 300.646	0.00	-	NA		0.00	-