

**Caroline County**  
**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 <input type="checkbox"/> Results Indicator <input type="checkbox"/> 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%	61.76%	No	Target not met. An Improvement Plan is required.	71.43%	75.76%
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%	23.53%	No	Target not met. An Improvement Plan is required.	14.29%	0.57%
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%	100.00%	Yes	Target met. No further action is required.	100.00%	-
		Participation – Reading – 8th Grade	95.00%	100.00%	Yes	Target met. No further action is required.	100.00%	-
		Participation – Reading – High School	95.00%	92.00%	No	Target not met. An Improvement Plan is required.	92.59%	-
		Participation – Math – 4th Grade	95.00%	100.00%	Yes	Target met. No further action is required.	100.00%	-
		Participation – Math – 8th Grade	95.00%	96.67%	Yes	Target met. No further action is required.	97.14%	-
		Participation – Math – High School	95.00%	92.00%	No	Target not met. An Improvement Plan is required.	100.00%	-
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%	2.33%	No	Target not met. An Improvement Plan is required.	5.71%	6.67%
		Proficiency Grade Level Standards – Reading – 8th Grade	9.00%	3.85%	No	Target not met. An Improvement Plan is required.	0.00%	4.00%
		Proficiency Grade Level Standards – Reading – High School	17.50%	11.11%	No	Target not met. An Improvement Plan is required.	0.00%	14.29%
		Proficiency Grade Level Standards – Math – 4th Grade	14.00%	4.65%	No	Target not met. An Improvement Plan is required.	0.00%	0.00%

		Proficiency Grade Level Standards – Math – 8th Grade	2.50%	4.00%	Yes	Target met. No further action is required.	6.06%	0.00%
		Proficiency Grade Level Standards – Math – High School	10.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	12.50%
<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	42.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	0.00%
		Alternate Academic Achievement Standards – Reading – 8th Grade	52.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	-
		Alternate Academic Achievement Standards – Reading – High School	55.50%	20.00%	No	Target not met. An Improvement Plan is required.	0.00%	50.00%
		Alternate Academic Achievement Standards – Math – 4th Grade	27.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	0.00%
		Alternate Academic Achievement Standards – Math – 8th Grade	35.50%	0.00%	No	Target not met. An Improvement Plan is required.	0.00%	-
		Alternate Academic Achievement Standards – Math – High School	55.50%	20.00%	No	Target not met. An Improvement Plan is required.	0.00%	50.00%
<b>3D</b>	Gap in Proficiency Rates COMAR 13A.05.11.05	Gap in Proficiency Rates – Reading – 4th Grade	16.50%	41.28%	No	Target not met. Improvement Plan is required.	38.96%	11.59%
		Gap in Proficiency Rates – Reading – 8th Grade	23.50%	36.00%	No	Target not met. Improvement Plan is required.	34.68%	17.22%
		Gap in Proficiency Rates – Reading – High School	47.50%	34.89%	Yes	Target met. No further action is required.	46.06%	52.47%
		Gap in Proficiency Rates – Math – 4th Grade	13.50%	21.30%	No	Target not met. Improvement Plan is required.	20.98%	11.27%
		Gap in Proficiency Rates – Math – 8th Grade	6.21%	17.41%	No	Target not met. Improvement Plan is required.	10.49%	1.33%
		Gap in Proficiency Rates – Math – High School	34.00%	20.90%	Yes	Target met. No further action is required.	21.20%	38.67%
<b>4A</b>	Multiple suspensions (> 10 days): Disabled vs. nondisabled COMAR 13A.08.03.03		2.00	0.20	Yes	Target met. No further action is required.	0.20	-
<b>5A</b>	Students aged 6-21 whose LRE is ≥ 80% of the day (MD SSIS LRE A) COMAR 13A.05.01.10		71.25%	77.82%	Yes	Target met. No further action is required.	80.15%	81.48%
<b>5B</b>	Students aged 6-21 whose LRE is ≤ 40% of the day (MD SSIS LRE C) COMAR 13A.05.01.10		11.50%	11.50%	Yes	Target met. No further action is required.	10.21%	9.55%
<b>5C</b>	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%	1.03%	Yes	Target met. No further action is required.	1.93%	1.17%

<b>6A</b>	Students aged 3-5 LRE: Services in regular early childhood setting the majority of the day COMAR 13A.05.01.10		63.00%	75.00%	Yes	Target met. No further action is required.	82.14%	79.55%
<b>6B</b>	Students aged 3-5 LRE: Separate School or Class COMAR 13A.05.01.10		19.00%	0.00%	Yes	Target met. No further action required.	0.00%	2.27%
<b>6C</b>	Students aged 3-5 LRE: Home		0.32%	0.00%	Yes	Target met. No further action is required.	0.00%	0.00%
<b>7A</b>	Students aged 3-5 demonstrate improved positive social-emotional skills COMAR 13A.13.01.09	SS1 – Social Emotional - Exits with substantial growth	71.00%	50.00%	No	Target not met. An Improvement Plan is required.	92.86%	69.57%
		SS2 – Social Emotional - Exits within age expectations	54.00%	50.00%	No	Target not met. An Improvement Plan is required.	77.78%	60.00%
<b>7B</b>	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%	62.50%	No	Target not met. An Improvement Plan is required.	92.31%	86.96%
		SS2– Knowledge & Skills - Exits within age expectations	52.00%	62.50%	Yes	Target met. No further action is required.	77.78%	60.00%
<b>7C</b>	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%	37.50%	No	Target not met. An Improvement Plan is required.	88.89%	68.18%
		SS2 – Behavior to Meet Needs - Exits within age expectations	60.50%	25.00%	No	Target not met. An Improvement Plan is required.	72.22%	56.67%
<b>8A</b>	Parent Survey - Preschool Age		85.50%	87.00%	Yes	Target met. No action is required.	79.00%	80.00%
<b>8A Response Rate</b>	Parent Survey- Preschool Response Rate		18.00%	75.00%	Yes	Target met. No action is required.	64.00%	54.00%
<b>8B</b>	Parent Survey - School Age		73.00%	82.00%	Yes	Target met. No action is required.	84.00%	82.00%
<b>8B Response Rate</b>	Parent Survey - School Age Response Rate		9.00%	17.00%	Yes	Target met. No action is required.	11.00%	23.00%
<b>14</b>	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%	64.71%	Yes	Target met. No further action is required.	53.57%	48.48%
		Higher Ed, Training, or Employed	58.00%	67.65%	Yes	Target met. No further action is required.	53.57%	54.55%
<b>4B</b>	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	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - Two or more races	2.00	0.00	Yes	Target met. No further action is required.	-	-
		Discrepancy - White	2.00	0.00	Yes	Target met. No further action is required.	-	-



Disproportionate Representation - Specific Learning Disability - 2 or more races	2.00	0.54	Yes	Target met. No further action required.	0.59	0.59
Disproportionate Representation - Specific Learning Disability - Hispanic/Latino	2.00	0.60	Yes	Target met. No further action required.	0.71	0.75
Disproportionate Representation - Emotional Disturbance - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Black/African American	2.00	1.75	Yes	Target met. No further action required.	1.52	1.47
Disproportionate Representation - Emotional Disturbance - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - White	2.00	1.14	Yes	Target met. No further action required.	1.19	1.34
Disproportionate Representation - Emotional Disturbance - 2 or more races	2.00	1.76	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Emotional Disturbance - Hispanic/Latino	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - Black/African American	2.00	0.51	Yes	Target met. No further action required.	0.88	0.97
Disproportionate Representation - Speech or Language Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Speech or Language Impairments - White	2.00	1.39	Yes	Target met. No further action required.	1.78	1.69
Disproportionate Representation - Speech or Language Impairments - 2 or more races	2.00	1.49	Yes	Target met. No further action required.	0.94	0.99
Disproportionate Representation - Speech or Language Impairments - Hispanic/Latino	2.00	0.72	Yes	Target met. No further action required.	0.36	0.32
Disproportionate Representation - Other Health Impairments - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
Disproportionate Representation - Other Health Impairments - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00

	Disproportionate Representation - Other Health Impairments - Black/African American	2.00	1.45	Yes	Target met. No further action required.	0.99	0.78
	Disproportionate Representation - Other Health Impairments - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
	Disproportionate Representation - Other Health Impairments - White	2.00	1.27	Yes	Target met. No further action required.	1.18	1.42
	Disproportionate Representation - Other Health Impairments - 2 or more races	2.00	1.46	Yes	Target met. No further action required.	2.09	2.06
	Disproportionate Representation - Other Health Impairments - Hispanic/Latino	2.00	0.26	Yes	Target met. No further action required.	0.38	0.25
	Disproportionate Representation - Autism - American Indian/Alaska Native	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
	Disproportionate Representation - Autism - Asian	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
	Disproportionate Representation - Autism - Black/African American	2.00	0.74	Yes	Target met. No further action required.	1.62	1.42
	Disproportionate Representation - Autism - Native Hawaiian/Pacific Islander	2.00	0.00	Yes	Target met. No further action required.	0.00	0.00
	Disproportionate Representation - Autism - White	2.00	1.14	Yes	Target met. No further action required.	0.67	0.77
	Disproportionate Representation - Autism - 2 or more races	2.00	1.32	Yes	Target met. No further action required.	1.61	1.64
	Disproportionate Representation - Autism - Hispanic/Latino	2.00	0.67	Yes	Target met. No further action required.	0.69	0.72
<b>11</b>	Percentage of students with written parental consent to evaluate who were evaluated within 60 calendar days. COMAR 13A.05.01.06	100.00%	97.07%	No	Target not met. An Improvement Plan is required.	100.00%	100.00%
<b>12</b>	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%	100.00%
<b>13</b>	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%
<b>Correction of Noncompliance</b>	Correction of Noncompliance MSDE	100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
<b>Timely and Valid Data</b>	Timely and Valid Data MSDE	100.00%	100.00%	Yes	Target met. No further action is required.	100.00%	100.00%
<b>Number of Complaints Filed</b>	Number of Complaints Filed MSDE/DEISES	0.00	0.00	Yes	No further action is required.	0.00	0.00
<b>Number of Complaints Identified with Violations</b>	Number of Complaints Identified with Violations MSDE/DEISES	0.00	0.00	Yes	No further action is required.	0.00	-
<b>Number of Due Process Hearings Filed</b>	Number of Due Process Hearings Filed MSDE	0.00	0.00	Yes	No further action is required.	0.00	1.00

<b>Number of Due Process Hearings Identified with Violations</b>	Number of Due Process Hearings Identified with Violations MSDE	0.00	0.00	Yes	No further action is required.	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%	0.89%	Yes	Target met. No further action is required.	0.70%	-
<b>Percentage of Students Taking the Alternate Assessment: Math</b>	Percentage of Students Taking the Alternate Assessment: Math MSDE	1.00%	0.89%	Yes	Target met. No further action is required.	0.70%	-
<b>Percentage of Students Taking the Alternate Assessment: Science</b>	Percentage of Students Taking the Alternate Assessment: Science MSDE	1.00%	0.96%	Yes	Target Met No further action is required.	0.90%	-
<b>Number of SWD Restraints</b>	Number of SWD Restraints MSDE	0.00	23.00	No	No further action is required.	15.00	-
<b>Number of SWD Seclusions</b>	Number of SWD Seclusions MSDE	0.00	0.00	Yes	No further action is required.	0.00	-
<b>Significant Disproportionality</b>	Number of Categories Identified for Significant Disproportionality 34 C.F.R. § 300.646	0.00	2.00	No	A Comprehensive Coordinated Early Intervening Services (CCEIS) Plan is required.	1.00	-