

**CONSOLIDATED STATE PERFORMANCE REPORT:  
Part I**

for  
**STATE FORMULA GRANT PROGRAMS**  
under the  
**ELEMENTARY AND SECONDARY EDUCATION ACT**  
As amended in 2001

For reporting on  
**School Year 2018-19**

**Maryland**



**PART I DUE Thursday, April 09, 2020**

**U.S. DEPARTMENT OF EDUCATION  
WASHINGTON, DC 20202**

## INTRODUCTION

The Consolidated State Performance Report (CSPR) is the required annual reporting tool for each State, the Bureau of Indian Education, District of Columbia, and Puerto Rico as authorized under Section 8303<sup>1</sup> of the *Elementary and Secondary Education Act (ESEA)*, as amended by the *Every Student Succeeds Act of 2015(ESSA)*<sup>2</sup>.

### Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0724. The time required to complete this information collection is estimated to average 35.00 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is required to obtain or retain a benefit under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

---

<sup>1</sup> SEC.8303. Consolidated Reporting – (a) In general: In order to simplify reporting requirements and reduce reporting burdens, the Secretary shall establish procedures and criteria under which a State educational agency, in consultation with the Governor of the State, may submit a consolidated State annual report. (b) Contents: The report shall contain information about the programs included in the report, including the performance of the State under those programs, and other matters as the Secretary determines are necessary, such as monitoring activities. (c) Replacement: The report shall replace separate individual annual reports for the programs included in the consolidated State annual report.

<sup>2</sup> All citations to the ESEA in this document are to the ESEA, as amended by the ESSA.

OMB Number: 1810-0724
Expiration Date: 10/31/2022

Consolidated State Performance Report  
For  
State Formula Grant Programs  
under the  
Elementary And Secondary Education Act  
as amended in 2001

**Check the one that indicates the report you are submitting:**

Part I, 2018-19     Part II, 2018-19

**Name of State Education Agency (SEA) Submitting This Report:**

Maryland State Department of Education

**Address:**

**Person to contact about this report:**

**Name:**

Mary L. Gable

**Telephone:**

410-767-0472

**Fax:**

410-333-8148

**e-mail:**

mary.gable@maryland.gov

**Name of Authorizing State Official: (Print or Type):**

Mary L. Gable

**Submitted Date and Time:**

05/07/20 2:54:55 PM

**1.1 GENERAL INFORMATION**

This section collects data on State's Annual State Report Cards required under Section 1111(h)(1)(A) of the *ESEA*.

**1.1.1 State Report Cards**

Provide the url for your State's publicly posted Annual State Report Card required under Section 1111(h)(1)(A) of the <i>ESEA</i> .	<a href="https://reportcard.msde.maryland.gov/">https://reportcard.msde.maryland.gov/</a>
---	---

**Comments:** The response is limited to 4,000 characters.

## 1.2 STUDENT ACADEMIC ACHIEVEMENT AND PARTICIPATION IN STATE ASSESSMENTS

This section collects data on student academic achievement and participation in the State assessments.

**Note:** States are not required to report these data by the racial/ethnic groups shown in the table below; instead, they are required to report these data by the major racial and ethnic groups that align with their accountability system.

### 1.2.1 Academic Achievement and Participation in Mathematics Assessment

In the table below, provide information on the achievement and participation of students on the mathematics assessments required under Section 1111(b)(2) of the *ESEA* by reporting on: the number of students enrolled during the State's testing window, the number of students who participated in the mathematics assessment, the number of students who took the mathematics assessment and received a valid score, and the number of students who scored at or above proficient. The percentage of students who participated in the assessment and the percentage of students scoring at or above proficient will be calculated automatically.

The student group "children with disabilities (*IDEA*)" includes children with disabilities, as defined under the *Individuals with Disabilities Education Act* (*IDEA*), who participated in the regular assessments with or without accommodations and alternate assessments. Do not include former children with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

The student group "English learners" should include recently arrived students who are identified as English Learners (ELs) and who have attended schools in the U.S. for less than 12 months. Do not include former ELs (i.e., those who exited EL status prior to the testing window within the past four years).

This table is repeated for each of grades three through eight and once for high school.

#### 1.2.1.1 Academic Achievement and Participation in Mathematics Assessment – Grade 3

Grade 3	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	66,148	99.8%	66,148	S	42.6%
American Indian or Alaska Native	S	183	>=95%	183	S	37%
Asian or Pacific Islander	S	4,351	>=99.9%	4,351	S	73.3%
<i>Asian</i>	S	4,264	>=99.9%	4,264	S	74%
<i>Native Hawaiian or other Pacific Islander</i>	S	87	>=95%	87	S	39%
Black or African American	S	21,954	99.7%	21,954	S	26%
Hispanic or Latino	S	12,272	99.8%	12,272	S	28.4%
White	S	23,960	99.8%	23,960	S	58.7%
Two or more races	S	3,428	99.8%	3,428	S	48.7%
Children with disabilities ( <i>IDEA</i> )	S	8,299	99.3%	8,299	S	14.5%
English learners	S	8,967	>=99.9%	8,967	S	18.9%
Economically disadvantaged students	S	28,966	99.7%	28,966	S	24.2%
Children in foster care	S	130	>=95%	130	S	18%
Children who are homeless	S	992	>=99%	992	S	15%
Migratory students	S	5	S	5	S	S
Military connected students	S	1,256	>=99%	1,256	S	58%
Male	S	33,847	99.8%	33,847	S	43.2%
Female	S	32,301	99.8%	32,301	S	42%

**Comments:** The response is limited to 4,000 characters.

## 1.2.1.2 Academic Achievement and Participation in Mathematics Assessment – Grade 4

Grade 4	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	68,103	99.8%	68,103	S	39.7%
American Indian or Alaska Native	S	152	>=95%	152	S	35%
Asian or Pacific Islander	S	4,473	>=99.9%	4,473	S	72.9%
<i>Asian</i>	S	4,372	>=99.9%	4,372	S	73.7%
<i>Native Hawaiian or other Pacific Islander</i>	S	101	>=95%	101	S	38%
Black or African American	S	22,864	99.7%	22,864	S	22%
Hispanic or Latino	S	12,906	>=99.9%	12,906	S	26.3%
White	S	24,260	99.8%	24,260	S	56.5%
Two or more races	S	3,448	99.8%	3,448	S	46%
Children with disabilities ( <i>IDEA</i> )	S	8,640	99.4%	8,640	S	12.2%
English learners	S	8,194	>=99.9%	8,194	S	13%
Economically disadvantaged students	S	30,121	99.7%	30,121	S	21.7%
Children in foster care	S	130	>=95%	130	S	18%
Children who are homeless	S	1,094	>=99%	1,094	S	14%
Migratory students	S	5	S	5	S	S
Military connected students	S	1,285	>=99%	1,285	S	57%
Male	S	34,708	99.8%	34,708	S	40.1%
Female	S	33,395	99.8%	33,395	S	39.3%

**Comments:** The response is limited to 4,000 characters.

## 1.2.1.3 Academic Achievement and Participation in Mathematics Assessment – Grade 5

Grade 5	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	69,810	99.7%	69,810	S	36.9%
American Indian or Alaska Native	S	230	>=95%	230	S	33%
Asian or Pacific Islander	S	4,697	>=99.9%	4,697	S	71.8%
<i>Asian</i>	S	4,584	>=99.9%	4,584	S	72.6%
<i>Native Hawaiian or other Pacific Islander</i>	S	113	>=95%	113	S	40%
Black or African American	S	23,799	99.6%	23,799	S	19.2%
Hispanic or Latino	S	12,716	>=99.9%	12,716	S	23%
White	S	24,943	99.7%	24,943	S	53.8%
Two or more races	S	3,425	99.8%	3,425	S	41.4%
Children with disabilities ( <i>IDEA</i> )	S	8,893	99.2%	8,893	S	10.4%
English learners	S	5,668	>=99.9%	5,668	S	4.9%
Economically disadvantaged students	S	30,406	99.7%	30,406	S	18.7%
Children in foster care	S	146	>=95%	146	S	13%
Children who are homeless	S	1,070	>=99%	1,070	S	11%
Migratory students	S	4	S	4	S	S
Military connected students	S	1,220	>=99%	1,220	S	52%
Male	S	35,855	99.7%	35,855	S	36.7%
Female	S	33,955	99.8%	33,955	S	37.2%

**Comments:** The response is limited to 4,000 characters.

**1.2.1.4 Academic Achievement and Participation in Mathematics Assessment – Grade 6**

<b>Grade 6</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percentage of Students Participating</b>	<b># Students who Received a Valid Score and for Whom a Proficiency Level was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	S	68,149	99.4%	68,149	S	30.7%
American Indian or Alaska Native	S	184	>=95%	184	S	24%
Asian or Pacific Islander	S	4,555	99.8%	4,555	S	66.2%
<i>Asian</i>	S	4,441	99.8%	4,441	S	67.1%
<i>Native Hawaiian or other Pacific Islander</i>	S	114	>=95%	114	S	33%
Black or African American	S	23,056	99.1%	23,056	S	13.7%
Hispanic or Latino	S	12,556	99.6%	12,556	S	17%
White	S	24,677	99.5%	24,677	S	46.2%
Two or more races	S	3,121	99.3%	3,121	S	36.8%
Children with disabilities ( <i>IDEA</i> )	S	8,413	98.7%	8,413	S	7.9%
English learners	S	3,952	99.5%	3,952	S	2.8%
Economically disadvantaged students	S	29,054	99.2%	29,054	S	13%
Children in foster care	S	124	>=95%	124	S	7%
Children who are homeless	S	856	97%	856	S	10%
Migratory students	S	7	>=50%	7	S	<50%
Military connected students	S	1,231	>=99%	1,231	S	46%
Male	S	35,014	99.4%	35,014	S	29.9%
Female	S	33,135	99.5%	33,135	S	31.5%

**Comments:** The response is limited to 4,000 characters.



**1.2.1.5 Academic Achievement and Participation in Mathematics Assessment – Grade 7**

<b>Grade 7</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percentage of Students Participating</b>	<b># Students who Received a Valid Score and for Whom a Proficiency Level was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	S	66,178	99.2%	66,178	S	33.5%
American Indian or Alaska Native	S	178	>=95%	178	S	23%
Asian or Pacific Islander	S	4,492	99.7%	4,492	S	66.5%
<i>Asian</i>	S	4,389	99.7%	4,389	S	67.1%
<i>Native Hawaiian or other Pacific Islander</i>	S	103	>=95%	103	S	41%
Black or African American	S	22,386	98.9%	22,386	S	15.4%
Hispanic or Latino	S	11,757	99.5%	11,757	S	18.3%
White	S	24,384	99.1%	24,384	S	50.6%
Two or more races	S	2,981	99.3%	2,981	S	40%
Children with disabilities ( <i>IDEA</i> )	S	8,137	98.2%	8,137	S	9.4%
English learners	S	3,564	99.4%	3,564	S	4.3%
Economically disadvantaged students	S	27,088	98.8%	27,088	S	14.7%
Children in foster care	S	134	>=95%	134	S	7%
Children who are homeless	S	789	96%	789	S	8%
Migratory students	S	4	S	4	S	S
Military connected students	S	1,181	>=99%	1,181	S	53%
Male	S	34,064	99.2%	34,064	S	33.1%
Female	S	32,114	99.2%	32,114	S	33.9%

**Comments:** The response is limited to 4,000 characters.

**1.2.1.6 Academic Achievement and Participation in Mathematics Assessment – Grade 8**

<b>Grade 8</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percentage of Students Participating</b>	<b># Students who Received a Valid Score and for Whom a Proficiency Level was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	S	64,728	98.9%	64,728	S	34.2%
American Indian or Alaska Native	S	159	>=95%	159	S	21%
Asian or Pacific Islander	S	4,618	99.7%	4,618	S	66%
<i>Asian</i>	S	4,503	99.7%	4,503	S	66.8%
<i>Native Hawaiian or other Pacific Islander</i>	S	115	>=95%	115	S	36%
Black or African American	S	21,720	98.3%	21,720	S	15.4%
Hispanic or Latino	S	11,043	99.4%	11,043	S	18.5%
White	S	24,412	99.1%	24,412	S	51.4%
Two or more races	S	2,776	>=99%	2,776	S	41%
Children with disabilities ( <i>IDEA</i> )	S	7,534	97.7%	7,534	S	10%
English learners	S	3,488	99.2%	3,488	S	4.4%
Economically disadvantaged students	S	25,072	98.4%	25,072	S	14.6%
Children in foster care	S	126	>=95%	126	S	12%
Children who are homeless	S	818	96%	818	S	11%
Migratory students	S	7	>=50%	7	S	<50%
Military connected students	S	1,121	>=99%	1,121	S	53%
Male	S	32,993	98.9%	32,993	S	33.1%
Female	S	31,735	99%	31,735	S	35.3%

**Comments:** The response is limited to 4,000 characters.

**1.2.1.7 Academic Achievement and Participation in Mathematics Assessment – High School**

<b>High School</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percentage of Students Participating</b>	<b># Students who Received a Valid Score and for Whom a Proficiency Level was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	S	55,860	96.2%	55,860	S	45.2%
American Indian or Alaska Native	S	124	>=95%	124	S	33%
Asian or Pacific Islander	S	4,095	96.2%	4,095	S	76.6%
<i>Asian</i>	S	4,024	96.2%	4,024	S	77.4%
<i>Native Hawaiian or other Pacific Islander</i>	S	71	93%	71	S	35%
Black or African American	S	19,118	97.4%	19,118	S	25%
Hispanic or Latino	S	7,694	95.2%	7,694	S	27.5%
White	S	22,630	95.5%	22,630	S	61.9%
Two or more races	S	2,199	96%	2,199	S	53%
Children with disabilities ( <i>IDEA</i> )	S	5,221	96.4%	5,221	S	16.4%
English learners	S	2,326	95%	2,326	S	5%
Economically disadvantaged students	S	15,958	96.9%	15,958	S	24.2%
Children in foster care	S	144	>=95%	144	S	10%
Children who are homeless	S	729	93%	729	S	20%
Migratory students	S	4	S	4	S	S
Military connected students	S	659	93%	659	S	64%
Male	S	27,983	96%	27,983	S	44.7%
Female	S	27,877	96.3%	27,877	S	45.6%

**Comments:** The response is limited to 4,000 characters.

### 1.2.2 Academic Achievement and Participation in Reading/Language Arts Assessment

In the table below, provide information on the achievement and participation of students on the reading/language arts assessments required under Section 1111(b)(2) of the *ESEA* by reporting on: the number of students enrolled during the State's testing window, the number of students who participated in the reading/language arts assessment, the number of students who took the reading/language arts assessment and received a valid score, and the number of students who scored at or above proficient. The percentage of students who were tested and the percentage of students scoring at or above proficient will be calculated automatically.

The student group "children with disabilities (*IDEA*)" includes children who participated in the regular assessments with or without accommodations and alternate assessments. Do not include former children with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

The student group "English learners" does not include recently arrived students who have attended schools in the United States for fewer than 12 months and who took an assessment of English language proficiency (ELP) in lieu of the State's reading/language arts assessment. Do not include former ELs.

This table is repeated for each of grades three through eight and once for high school.

#### 1.2.2.1 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 3

Grade 3	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	66,732	99.7%	66,076	S	41.2%
American Indian or Alaska Native	S	184	>=95%	182	S	35%
Asian or Pacific Islander	S	4,419	99.6%	4,338	S	66.8%
Asian	S	4,332	99.6%	4,251	S	67.3%
Native Hawaiian or other Pacific Islander	S	87	>=95%	87	S	43%
Black or African American	S	22,026	99.7%	21,941	S	26.9%
Hispanic or Latino	S	12,656	99.5%	12,233	S	26.7%
White	S	24,018	99.7%	23,955	S	56.1%
Two or more races	S	3,429	99.8%	3,427	S	48.7%
Children with disabilities ( <i>IDEA</i> )	S	8,299	99.2%	8,285	S	11.7%
English Learners	S	9,556	99.2%	8,904	S	13.3%
Economically disadvantaged students	S	29,367	99.6%	28,935	S	23.4%
Children in foster care	S	130	>=95%	130	S	18%
Children who are homeless	S	1,036	>=99%	984	S	17%
Migratory students	S	5	S	5	S	S
Military connected students	S	1,258	>=99%	1,257	S	57%
Male	S	34,141	99.6%	33,800	S	36.4%
Female	S	32,591	99.7%	32,276	S	46.3%

**Comments:** The response is limited to 4,000 characters.

**1.2.2.2 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 4**

<b>Grade 4</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percentage of Students Participating</b>	<b># Students who Received a Valid Score and for Whom a Proficiency Level was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	S	68,645	99.7%	68,027	S	43.6%
American Indian or Alaska Native	S	153	>=95%	152	S	40%
Asian or Pacific Islander	S	4,555	99.8%	4,468	S	70.1%
<i>Asian</i>	S	4,454	99.8%	4,367	S	70.9%
<i>Native Hawaiian or other Pacific Islander</i>	S	101	>=95%	101	S	39%
Black or African American	S	22,930	99.6%	22,844	S	28.9%
Hispanic or Latino	S	13,245	99.5%	12,858	S	30.6%
White	S	24,312	99.7%	24,258	S	58.4%
Two or more races	S	3,450	99.8%	3,447	S	50.2%
Children with disabilities ( <i>IDEA</i> )	S	8,648	99.4%	8,639	S	10.2%
English Learners	S	8,741	99.2%	8,132	S	12.3%
Economically disadvantaged students	S	30,485	99.6%	30,082	S	26.1%
Children in foster care	S	131	>=95%	131	S	16%
Children who are homeless	S	1,132	98%	1,084	S	19%
Migratory students	S	6	>=50%	5	S	S
Military connected students	S	1,290	>=99%	1,284	S	60%
Male	S	34,998	99.7%	34,672	S	37.7%
Female	S	33,647	99.7%	33,355	S	49.7%

**Comments:** The response is limited to 4,000 characters.

**1.2.2.3 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 5**

<b>Grade 5</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percentage of Students Participating</b>	<b># Students who Received a Valid Score and for Whom a Proficiency Level was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	S	70,360	99.7%	69,774	S	43.9%
American Indian or Alaska Native	S	231	>=95%	230	S	42%
Asian or Pacific Islander	S	4,779	>=99.9%	4,694	S	72.5%
<i>Asian</i>	S	4,666	>=99.9%	4,581	S	72.9%
<i>Native Hawaiian or other Pacific Islander</i>	S	113	>=95%	113	S	54%
Black or African American	S	23,888	99.7%	23,801	S	28.2%
Hispanic or Latino	S	13,027	99.6%	12,668	S	29.5%
White	S	25,006	99.7%	24,954	S	59.8%
Two or more races	S	3,429	99.8%	3,427	S	50.5%
Children with disabilities ( <i>IDEA</i> )	S	8,911	99.3%	8,902	S	9.5%
English Learners	S	6,184	99%	5,612	S	3.9%
Economically disadvantaged students	S	30,780	99.6%	30,388	S	25.5%
Children in foster care	S	147	>=95%	147	S	15%
Children who are homeless	S	1,103	>=99%	1,063	S	19%
Migratory students	S	4	S	4	S	S
Military connected students	S	1,225	>=99%	1,219	S	64%
Male	S	36,141	99.7%	35,842	S	37.8%
Female	S	34,219	99.7%	33,932	S	50.4%

**Comments:** The response is limited to 4,000 characters.

**1.2.2.4 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 6**

<b>Grade 6</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percentage of Students Participating</b>	<b># Students who Received a Valid Score and for Whom a Proficiency Level was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	S	68,643	99.4%	68,131	S	41.3%
American Indian or Alaska Native	S	185	>=95%	184	S	41%
Asian or Pacific Islander	S	4,598	99.8%	4,553	S	71.3%
<i>Asian</i>	S	4,484	99.8%	4,439	S	71.8%
<i>Native Hawaiian or other Pacific Islander</i>	S	114	>=95%	114	S	54%
Black or African American	S	23,142	99.2%	23,062	S	26.1%
Hispanic or Latino	S	12,868	99.3%	12,518	S	28.1%
White	S	24,725	99.6%	24,692	S	55.8%
Two or more races	S	3,125	99.4%	3,122	S	47.4%
Children with disabilities ( <i>IDEA</i> )	S	8,431	98.9%	8,425	S	8.7%
English Learners	S	4,399	98.2%	3,891	S	2.9%
Economically disadvantaged students	S	29,402	99.2%	29,048	S	23.1%
Children in foster care	S	125	>=95%	125	S	18%
Children who are homeless	S	887	98%	858	S	16%
Migratory students	S	7	>=50%	7	S	<50%
Military connected students	S	1,230	>=99%	1,229	S	56%
Male	S	35,278	99.4%	35,004	S	33.6%
Female	S	33,365	99.4%	33,127	S	49.4%

**Comments:** The response is limited to 4,000 characters.

**1.2.2.5 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 7**

<b>Grade 7</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percentage of Students Participating</b>	<b># Students who Received a Valid Score and for Whom a Proficiency Level was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	S	66,686	99.2%	66,145	S	47.4%
American Indian or Alaska Native	S	178	>=95%	177	S	39%
Asian or Pacific Islander	S	4,552	99.7%	4,490	S	74.6%
<i>Asian</i>	S	4,448	99.7%	4,387	S	75.1%
<i>Native Hawaiian or other Pacific Islander</i>	S	104	>=95%	103	S	52%
Black or African American	S	22,483	99%	22,409	S	32.9%
Hispanic or Latino	S	12,055	99%	11,690	S	32.8%
White	S	24,437	99.2%	24,400	S	62%
Two or more races	S	2,981	99.2%	2,979	S	54%
Children with disabilities ( <i>IDEA</i> )	S	8,154	98.4%	8,151	S	11.3%
English Learners	S	4,021	97.7%	3,483	S	4.5%
Economically disadvantaged students	S	27,453	98.9%	27,089	S	28.9%
Children in foster care	S	135	>=95%	135	S	21%
Children who are homeless	S	811	96%	782	S	21%
Migratory students	S	4	S	4	S	S
Military connected students	S	1,184	>=99%	1,180	S	63%
Male	S	34,334	99.1%	34,039	S	39.2%
Female	S	32,352	99.2%	32,106	S	56.1%

**Comments:** The response is limited to 4,000 characters.



**1.2.2.6 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 8**

<b>Grade 8</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percentage of Students Participating</b>	<b># Students who Received a Valid Score and for Whom a Proficiency Level was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	S	65,111	98.9%	64,612	S	45.1%
American Indian or Alaska Native	S	160	>=95%	159	S	40%
Asian or Pacific Islander	S	4,640	99.7%	4,590	S	74.5%
<i>Asian</i>	S	4,525	99.7%	4,475	S	74.9%
<i>Native Hawaiian or other Pacific Islander</i>	S	115	>=95%	115	S	58%
Black or African American	S	21,808	98.5%	21,737	S	28.2%
Hispanic or Latino	S	11,290	98.9%	10,945	S	30.4%
White	S	24,434	99.1%	24,402	S	60.5%
Two or more races	S	2,779	>=99%	2,779	S	52%
Children with disabilities ( <i>IDEA</i> )	S	7,552	97.9%	7,551	S	9.6%
English Learners	S	3,825	97.2%	3,327	S	3.6%
Economically disadvantaged students	S	25,371	98.5%	25,033	S	25.4%
Children in foster care	S	126	>=95%	126	S	18%
Children who are homeless	S	834	95%	805	S	21%
Migratory students	S	6	>=50%	6	S	>=50%
Military connected students	S	1,122	>=99%	1,121	S	63%
Male	S	33,211	98.9%	32,923	S	36.4%
Female	S	31,900	99%	31,689	S	54.2%

**Comments:** The response is limited to 4,000 characters.

**1.2.2.7 Academic Achievement and Participation in Reading/Language Arts Assessment – High School**

<b>High School</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percentage of Students Participating</b>	<b># Students who Received a Valid Score and for Whom a Proficiency Level was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	S	56,548	97.5%	56,548	S	58.9%
American Indian or Alaska Native	S	121	>=95%	121	S	63%
Asian or Pacific Islander	S	4,140	97.2%	4,140	S	80.1%
<i>Asian</i>	S	4,074	97.4%	4,074	S	80.6%
<i>Native Hawaiian or other Pacific Islander</i>	S	66	86%	66	S	53%
Black or African American	S	19,021	97.2%	19,021	S	40.3%
Hispanic or Latino	S	7,885	97.6%	7,885	S	44.5%
White	S	23,147	97.8%	23,147	S	74.3%
Two or more races	S	2,234	97%	2,234	S	69%
Children with disabilities ( <i>IDEA</i> )	S	5,221	97.8%	5,221	S	20.6%
English Learners	S	2,392	98%	2,392	S	4%
Economically disadvantaged students	S	16,017	97.5%	16,017	S	40.4%
Children in foster care	S	141	>=95%	141	S	21%
Children who are homeless	S	732	93%	732	S	32%
Migratory students	S	4	S	4	S	S
Military connected students	S	630	90%	630	S	75%
Male	S	28,319	97.4%	28,319	S	52%
Female	S	28,229	97.6%	28,229	S	65.9%

**Comments:** The response is limited to 4,000 characters.

### 1.2.3 Academic Achievement and Participation in Science Assessment

In the table below, provide information on the achievement and participation of students on the science assessments required under Section 1111(b)(2) of the *ESEA* by reporting on: the number of students enrolled during the State's testing window, the number of students who participated in the science assessment, the number of students who took the science assessment and received a valid score, and the number of students who scored at or above proficient. The percentage of students who were tested and the percentage of students scoring at or above proficient will be calculated automatically.

This table is repeated for each of grades three through eight and once for high school.

#### 1.2.3.1 Academic Achievement and Participation in Science Assessment – Grade 3

Grade 3	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities ( <i>IDEA</i> )						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

**Comments:** The response is limited to 4,000 characters.

Maryland does not administer a science assessment in grade 3.

**1.2.3.2 Academic Achievement and Participation in Science Assessment – Grade 4**

<b>Grade 4</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percentage of Students Participating</b>	<b># Students who Received a Valid Score and for Whom a Proficiency Level was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities ( <i>IDEA</i> )						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

**Comments:** The response is limited to 4,000 characters.

Maryland does not administer a science assessment in grade 4.

**1.2.3.3 Academic Achievement and Participation in Science Assessment – Grade 5**

<b>Grade 5</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percentage of Students Participating</b>	<b># Students who Received a Valid Score and for Whom a Proficiency Level was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	S	70,266	99.6%	70,266	S	29%
American Indian or Alaska Native	S	230	>=95%	230	S	23%
Asian or Pacific Islander	S	4,760	99.6%	4,760	S	55.8%
<i>Asian</i>	S	4,649	99.6%	4,649	S	56.4%
<i>Native Hawaiian or other Pacific Islander</i>	S	111	>=95%	111	S	31%
Black or African American	S	23,814	99.5%	23,814	S	12.9%
Hispanic or Latino	S	13,002	99.4%	13,002	S	15%
White	S	25,001	99.8%	25,001	S	45.8%
Two or more races	S	3,418	99.6%	3,418	S	34.8%
Children with disabilities ( <i>IDEA</i> )	S	8,887	99.2%	8,887	S	6.3%
English Learners	S	6,165	98.7%	6,165	S	1.4%
Economically disadvantaged students	S	30,722	99.4%	30,722	S	12%
Children in foster care	S	145	>=95%	145	S	<=5%
Children who are homeless	S	1,094	98%	1,094	S	8%
Migratory students	S	4	S	4	S	S
Military connected students	S	1,220	>=99%	1,220	S	50%
Male	S	36,089	99.6%	36,089	S	28.7%
Female	S	34,177	99.6%	34,177	S	29.3%

**Comments:** The response is limited to 4,000 characters.

## 1.2.3.4 Academic Achievement and Participation in Science Assessment – Grade 6

<b>Grade 6</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percentage of Students Participating</b>	<b># Students who Received a Valid Score and for Whom a Proficiency Level was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities ( <i>IDEA</i> )						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

**Comments:** The response is limited to 4,000 characters.

Maryland does not administer a science assessment in grade 6.

**1.2.3.5 Academic Achievement and Participation in Science Assessment – Grade 7**

<b>Grade 7</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percentage of Students Participating</b>	<b># Students who Received a Valid Score and for Whom a Proficiency Level was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities ( <i>IDEA</i> )						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

**Comments:** The response is limited to 4,000 characters.

Maryland does not administer a science assessment in grade 7.

**1.2.3.6 Academic Achievement and Participation in Science Assessment – Grade 8**

<b>Grade 8</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percentage of Students Participating</b>	<b># Students who Received a Valid Score and for Whom a Proficiency Level was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	S	65,088	98.9%	65,088	S	37.8%
American Indian or Alaska Native	S	155	>=95%	155	S	31%
Asian or Pacific Islander	S	4,630	99.5%	4,630	S	67.2%
<i>Asian</i>	S	4,513	99.5%	4,513	S	67.8%
<i>Native Hawaiian or other Pacific Islander</i>	S	117	>=95%	117	S	42%
Black or African American	S	21,796	98.6%	21,796	S	18%
Hispanic or Latino	S	11,251	98.6%	11,251	S	21.8%
White	S	24,409	99.2%	24,409	S	56.4%
Two or more races	S	2,774	>=99%	2,774	S	47%
Children with disabilities ( <i>IDEA</i> )	S	7,533	97.7%	7,533	S	7.5%
English Learners	S	3,809	96.7%	3,809	S	1.9%
Economically disadvantaged students	S	25,340	98.3%	25,340	S	17.4%
Children in foster care	S	123	94%	123	S	11%
Children who are homeless	S	842	95%	842	S	13%
Migratory students	S	6	85.71%	6	S	<50%
Military connected students	S	1,120	>=50%	1,120	S	59%
Male	S	33,192	98.8%	33,192	S	36.5%
Female	S	31,896	99%	31,896	S	39.1%

**Comments:** The response is limited to 4,000 characters.



**1.2.3.7 Academic Achievement and Participation in Science Assessment – High School**

<b>High School</b>	<b># Students Enrolled</b>	<b># Students Participating</b>	<b>Percentage of Students Participating</b>	<b># Students who Received a Valid Score and for Whom a Proficiency Level was Assigned</b>	<b># Students Scoring at or Above Proficient</b>	<b>Percentage of Students Scoring at or Above Proficient</b>
All students	S	49,907	87.5%	49,907	S	79.7%
American Indian or Alaska Native	S	108	87%	108	S	83%
Asian or Pacific Islander	S	3,753	88.8%	3,753	S	93%
<i>Asian</i>	S	3,701	89.09%	3,701	S	93.3%
<i>Native Hawaiian or other Pacific Islander</i>	S	52	70%	52	S	69%
Black or African American	S	16,372	86.1%	16,372	S	63.8%
Hispanic or Latino	S	6,090	76.4%	6,090	S	70.4%
White	S	21,402	91.9%	21,402	S	91.9%
Two or more races	S	2,034	89%	2,034	S	89%
Children with disabilities ( <i>IDEA</i> )	S	3,911	87.1%	3,911	S	41.4%
English Learners	S	1,043	42.71%	1,043	S	13%
Economically disadvantaged students	S	13,524	83.1%	13,524	S	65.1%
Children in foster care	S	89	84%	89	S	45%
Children who are homeless	S	571	73%	571	S	62%
Migratory students	S	4	S	4	S	S
Military connected students	S	544	78%	544	S	93%
Male	S	24,794	87.5%	24,794	S	78.9%
Female	S	25,113	87.5%	25,113	S	80.6%

**Comments:** The response is limited to 4,000 characters.

**1.2.4 Assessment Participation by Assessment Type for Children with Disabilities**

This section collects information on children with disabilities' participation in the mathematics, reading/language arts, and science assessments.

**1.2.4.1 Participation of Children with Disabilities (IDEA) in Mathematics Assessment**

In the table below, provide the number of children with disabilities (*IDEA*) participating during the State's testing window in mathematics assessments required under Section 1111(b)(2) of the *ESEA* by the type of assessment. The percentage of children with disabilities (*IDEA*) who participated in the mathematics assessment for each assessment option will be calculated automatically. The total number of children with disabilities (*IDEA*) participating will also be calculated automatically.

The data provided below should include mathematics participation data from all children with disabilities (*IDEA*) as defined under the *IDEA*. Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

Type of Assessment	# Children with Disabilities ( <i>IDEA</i> ) Participating	Percentage of Children with Disabilities ( <i>IDEA</i> ) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	4,687	8.50%
Regular Assessment with Accommodations	45,412	82.36%
Alternate Assessment Based on Alternate Achievement Standards	5,038	9.14%
Total	55,137	

**Comments:** The response is limited to 4,000 characters.

**1.2.4.2 Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards in Mathematics**

# Children with Disabilities ( <i>IDEA</i> ) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
5,038	458,976	1.10%

**Comments:** The response is limited to 4,000 characters.

**1.2.4.2.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate achievement standards**

	Yes or No
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate achievement standards in mathematics in SY2018-19?	NO

**Comments:** The response is limited to 4,000 characters.

**1.2.4.3 Participation of Children with Disabilities (IDEA) in Reading/Language Arts Assessment**

The data provided should include reading/language arts participation data from all children with disabilities (*IDEA*) as defined under the *IDEA*. Do not include former children with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

Note: For this question only, report on children with disabilities (*IDEA*) who are also ELs in the U.S. less than 12 months who took the ELP assessment in lieu of the statewide reading/language arts assessment.

Type of Assessment	# Children with Disabilities ( <i>IDEA</i> ) Participating	Percentage of Children with Disabilities ( <i>IDEA</i> ) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	5,813	10.53%
Regular Assessment with Accommodations	44,316	80.26%
Alternate Assessment Based on Alternate Achievement Standards	5,045	9.14%
Recently arrived ELs, took ELP	42	0.08%
Total	55,216	

**Comments:** The response is limited to 4,000 characters.

**1.2.4.4 Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards in Reading/Language Arts**

<b># Children with Disabilities (IDEA) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards</b>	<b># Students Participating</b>	<b>Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards</b>
5,045	462,725	1.09%

**Comments:** The response is limited to 4,000 characters.

**1.2.4.4.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards**

	Yes or No
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards in reading/language arts in SY2018-19?	NO

**Comments:** The response is limited to 4,000 characters.

**1.2.4.5 Participation of Children with Disabilities (IDEA) in Science Assessment**

The data provided should include science participation results from all children with disabilities (*IDEA*) as defined under the *IDEA*. Do not include former children with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

Type of Assessment	# Children with Disabilities ( <i>IDEA</i> ) Participating	Percentage of Children with Disabilities ( <i>IDEA</i> ) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	2,888	14.20%
Regular Assessment with Accommodations	15,197	74.75%
Alternate Assessment Based on Alternate Achievement Standards	2,246	11.05%
Total	20,331	

**Comments:** The response is limited to 4,000 characters.

**1.2.4.6 Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards in Science**

<b># Children with Disabilities (IDEA) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards</b>	<b># Students Participating</b>	<b>Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards</b>
2,246	185,261	1.21%

**Comments:** The response is limited to 4,000 characters.



**1.2.4.6.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards**

	<b>Yes or No</b>
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards in science in SY2018-19?	NO

**Comments:** The response is limited to 4,000 characters.

**1.2.5 Assessments for ELs**

This section collects information on EL assessment results.

**1.2.5.1 EL Provisions for Content Assessments**

This sub-section collects information on provisions provided to ELs.

**1.2.5.1.1 Recently Arrived ELs Taking ELP Assessments in Lieu of Reading/Language Arts Assessments**

In the table below, provide the number of recently arrived ELs included in the participation counts in 1.2 who took an assessment of ELP in lieu of the State's reading/language arts assessment, as permitted under Section 1111(b)(3)(A)(i) of the *ESEA*.

Recently Arrived ELs	#
Recently arrived ELs who took an assessment of ELP in lieu of the State's reading/language arts assessment	3,412

**Comments:** The response is limited to 4,000 characters.

**1.2.5.1.2 Native Language Assessments Offered**

In the table below, indicate whether native language assessments were offered in mathematics, reading/languages arts, and science. Write "Yes" if the specified assessment is used for accountability purposes. List languages, other than English, in which content tests were offered.

Native Language Testing	Yes/No	If yes, are the tests considered to be trans-adapted assessments?	Language(s)
State offers the State mathematics content tests in the students' native language(s).	YES	YES	Spanish; Castilian
State offers the State reading/language arts content tests in the students' native language(s).	NO		
State offers the State science content tests in the students' native language(s).	YES	YES	Spanish; Castilian

**Comments:** The response is limited to 4,000 characters.

**1.2.5.2 Performance of ELs on State ELP Assessment**

In the table below, please provide for all ELs: the number tested and not tested on the ELP assessment, the number and percentage making progress towards achieving ELP, and the number and percentage attaining proficiency on the annual State ELP assessment.

	<b># Tested</b>	<b># Not Tested</b>	<b># Making Progress</b>	<b>Percent Making Progress</b>	<b># Attained Proficiency</b>	<b>Percent Attained Proficiency</b>
All ELs	84,586	S	S	58.7%	S	11.5%

**Comments:** The response is limited to 4,000 characters.

**1.2.5.3 Performance of ELs in Local Educational Agencies (LEAs) Receiving Title III Funds on State ELP**

In the table below, please provide for ELs in LEAs receiving Title III, Part A funds, and for ELs identified as children with disabilities in LEAs receiving Title III, Part A funds: the number tested and not tested on the ELP assessment, the number and percentage making progress towards achieving ELP, and the number and percentage attaining proficiency on the annual State ELP assessment.

	<b># Tested</b>	<b># Not Tested</b>	<b># Making Progress</b>	<b>Percent Making Progress</b>	<b># Attained Proficiency</b>	<b>Percent Attained Proficiency</b>
ELs in LEAs receiving Title III, Part A funds	84,499	S	S	58.7%	S	11.5%
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	10,142	S	S	43.5%	S	5%

**Comments:** The response is limited to 4,000 characters.

**1.2.5.3.1 ELs in LEAs Receiving Title III Funds Who Have Exited Language Instruction Educational Program (LIEP) based on Attaining ELP**

In the table below, please provide for ELs in LEAs receiving Title III, Part A funds the number and percentage who have exited an LIEP based on attaining ELP.

	#	%*
ELs in LEAs receiving Title III, Part A funds who exited	9,733	11.52%

\* The number is taken from FS204 but the percentage is manually entered.

**Comments:** The response is limited to 4,000 characters.

**1.2.5.3.2 ELs in LEAs Receiving Title III Funds Who Have Not Attained Proficiency in 5 Years**

In the table below, please provide for ELs in LEAs receiving Title III, Part A funds the number and percentage who have not attained proficiency within five years.

	#	%*
ELs in LEAs receiving Title III, Part A funds who have not attained proficiency within 5 years	-1	0.00%

\* The number is taken from FS204 but the percentage is manually entered.

**Comments:** The response is limited to 4,000 characters.

Maryland did not have any ELs in LEAs receiving Title III, Part A funds who did not achieve proficiency in 5 years; therefore, the percentage reported is 0.

**1.2.5.4 Students in LEAs Receiving Title III Funds who have Exited EL Status**

This section collects data on the performance of students who have exited EL status as required by Sections 3121(a)(5) and 3122(a) of the ESEA.

**1.2.5.4.1 Students in LEAs Receiving Title III Funds who have Exited EL Status by Year**

In the table below, report the count of students in LEAs receiving Title III funds who have exited EL status for each of the four years after such students have exited EL status.

# Year One	# Year Two	# Year Three	# Year Four	Total
5,540	2,878	7,698	6,531	22,647

**Comments:** The response is limited to 4,000 characters.



**1.2.5.4.2 Results for Students in LEAs Receiving Title III Funds who have Exited EL Status in Mathematics**

In the table below, report results for students in LEAs receiving Title III funds who have exited EL status and for students who identified as children with disabilities who have exited EL status on the annual mathematics assessment. Please provide data only for those students who transitioned out of language instruction educational programs (LIEPs) and who were no longer receiving language services in the current reporting year. Please report the performance of these students for each of the four years after they exit EL status.

	<b>Students who have Exited EL Status - # Tested</b>	<b>Students who have Exited EL Status - % At or Above Proficient</b>	<b>Students who have Exited EL Status and are identified as Children with Disabilities - # Tested</b>	<b>Students who have Exited EL Status and are identified as Children with Disabilities - % At or Above Proficient</b>
Year One	5,541	33.5%	228	18%
Year Two	2,872	43.6%	104	14%
Year Three	7,691	35.2%	317	13%
Year Four	6,524	32%	304	10%

**Comments:** The response is limited to 4,000 characters.

**1.2.5.4.3 Results for Students in LEAs Receiving Title III Funds who have Exited EL Status in Reading/Language Arts**

In the table below, report results for students in LEAs receiving Title III funds who have exited EL status and for students who are identified as children with disabilities who have exited EL status on the annual reading/language arts assessment. Please provide data only for those students who transitioned out of LIEPs and who were no longer receiving language services in the current reporting year. Please report the performance of these students for each of the four years after they exit EL status.

	<b>Students who have Exited EL Status - # Tested</b>	<b>Students who have Exited EL Status - % At or Above Proficient</b>	<b>Students who have Exited EL Status and are identified as Children with Disabilities - # Tested</b>	<b>Students who have Exited EL Status and are identified as Children with Disabilities - % At or Above Proficient</b>
Year One	5,540	37.6%	229	17%
Year Two	2,878	52.9%	104	21%
Year Three	7,698	45.6%	317	17%
Year Four	6,531	45.2%	305	12%

**Comments:** The response is limited to 4,000 characters.

**1.2.5.4.4 Results for Students in LEAs Receiving Title III Funds who have Exited EL Status in Science**

In the table below, report results for students in LEAs receiving Title III funds who have exited EL status and for students who are identified as children with disabilities who have exited EL status on the annual science assessment. Please provide data only for those students who transitioned out of LIEPs and who were no longer receiving language services in the current reporting year. Please report the performance of these students for each of the four years after they exit EL status.

	<b>Students who have Exited EL Status - # Tested</b>	<b>Students who have Exited EL Status - % At or Above Proficient</b>	<b>Students who have Exited EL Status and are identified as Children with Disabilities - # Tested</b>	<b>Students who have Exited EL Status and are identified as Children with Disabilities - % At or Above Proficient</b>
Year One	2,698	15%	104	20%
Year Two	753	35%	19	26%
Year Three	2,461	37%	113	19%
Year Four	1,661	37%	108	16%

**Comments:** The response is limited to 4,000 characters.

**1.2.6 Grants for State Assessments and Related Activities****1.2.6.1 Grants for State Assessments and Related Activities**

This section requests information on your State's use of funds under Section 1201 of *ESEA*.

**1.2.6.1.1 Percentages of Funds Used for Standards and Assessment Development and Other Purposes**

For funds your State had available under Section 1201 of the *ESEA* (Grants for State Assessments and Related Activities) during SY2018-19, estimate what percentage of the funds your State used for the following (round to the nearest ten percent).

<b>Purpose</b>	<b>Percentage (rounded to the nearest ten percent)</b>
To pay the costs of the development of the State assessments and standards required by Section 1111(b) of the <i>ESEA</i>	60.00%
To administer assessments required by Section 1111(b) of the <i>ESEA</i> or to carry out other activities described in Section 1201 of the <i>ESEA</i>	40.00%

**Comments:** The response is limited to 4,000 characters.

**1.2.6.1.2 Uses of Funds for Purposes Other than Standards and Assessment Development**

For funds your State had available under Section 1201 of the *ESEA* (Grants for State Assessments and Related Activities) during SY2018-19 that were used for purposes other than the costs of the development of the State assessments and standards required by Section 1111(b) of the *ESEA*, for what purposes did your State use the funds? (Enter "yes" for all that apply and "no" for all that do not apply).

<b>Purpose</b>	<b>Used for Purpose (yes/no)</b>
Administering assessments required by Section 1111(b) of the <i>ESEA</i>	YES
Ensuring the provision of appropriate accommodations available to ELs and children with disabilities to improve the rates of inclusion in regular assessments of such children, including professional development activities to improve the implementation of such accommodations in instructional practice.	NO
Developing challenging State academic standards and aligned assessments in academic subjects for which standards and assessments are not required under Section 1111(b) of the <i>ESEA</i> .	NO
Developing or improving assessments of ELs, including assessments of ELP as required under Section 1111(b)(2)(G) of the <i>ESEA</i> and academic assessments in languages other than English to meet the State's obligations under Section 1111(b)(2)(F) of the <i>ESEA</i> .	NO
Ensuring the continued validity and reliability of State assessments.	YES
Refining State assessments to ensure their continued alignment with challenging academic standards and to improve the alignment of curricula and instructional materials.	YES
Developing or improving balanced assessment systems that include summative, interim, and formative assessments, including supporting local educational agencies in developing and improving such assessments.	NO
At the discretion of the State, refining science assessments required under Section 1111(b)(2) of the <i>ESEA</i> in order to integrate engineering design skills and practices into such assessments.	YES
Developing or improving models to measure and assess student progress or student growth on State assessments under Section 1111(b)(2) of the <i>ESEA</i> and other assessments not required under Section 1111(b)(2) of the <i>ESEA</i> .	YES
Developing or improving assessments for children with disabilities, including alternate assessments aligned to alternate academic achievement standards for students with the most significant cognitive disabilities described in Section 1111(b)(2)(D) of the <i>ESEA</i> , and using the principles of universal design for learning.	NO
Allowing for collaboration with institutions of higher education, other research institutions, or other organizations to improve the quality, validity, and reliability of State academic assessments beyond the requirements for such assessments described in Section 1111(b)(2) of the <i>ESEA</i> .	YES
Measuring student academic achievement using multiple measures of student academic achievement from multiple sources.	NO
Evaluating student academic achievement through the development of comprehensive academic assessment instruments (such as performance and technology based academic assessments, computer adaptive assessments, projects, or extended performance task assessments) that emphasize the mastery of standards and aligned competencies in a competency-based education model.	YES
Designing report cards and reports under Section 1111(h) of the <i>ESEA</i> in an easily accessible, user-friendly manner that cross-tabulates student information by any category the State determines appropriate, as long as such cross-tabulations (i) does not reveal personally identifiable information about an individual student, and (ii) is derived from existing State and local reporting requirements.	YES
Other	NO

**Comments:** The response is limited to 4,000 characters.

### 1.3 TEACHERS

In the tables below, provide the number of teachers for each of the school types listed and the number of teachers who are inexperienced, emergency or provisional credentialed, or out of field. The percentages used for high- and low-poverty schools and the poverty metric used to determine those percentages are reported in the second table. Below the tables are FAQs about these data.

#### 1.3.1 Inexperienced Teachers

In the table below, provide information on the experience of teachers by poverty quartile and level.

School Poverty Level	Total # (FTE) Teachers	# (FTE) Inexperienced Teachers	Percentage Inexperienced Teachers
High-poverty schools	10,869.58	2,655.85	24.43%
Low-poverty schools	16,686.37	1,876.22	11.24%
Total schools	60,697.09	10,675.31	

**Comments:** The response is limited to 4,000 characters.

**1.3.2 Teachers Teaching with Emergency or Provisional Credentials**

In the table below, provide information on the credentials of teachers by poverty quartile and level.

<b>School Poverty Level</b>	<b>Total # (FTE) Teachers</b>	<b># (FTE) Teachers teaching with emergency or provisional credentials</b>	<b>Percentage Teachers teaching with emergency or provisional credentials</b>
High-poverty schools	10,869.58	604.70	5.56%
Low-poverty schools	16,686.37	286.40	1.72%
Total schools	60,697.09	2,303.25	

**Comments:** The response is limited to 4,000 characters.

**1.3.3 Teachers Who Are Not Teaching in the Subject or Field for which they are Certified or Licensed**

In the table below, provide information on teachers not teaching in the subject or field for which they are certified or licensed by poverty quartile and level.

<b>School Poverty Level</b>	<b>Total # (FTE) Teachers</b>	<b># (FTE) Teachers who are not teaching in the subject or field for which they are certified or licensed</b>	<b>Percentage teachers who are not teaching in the subject or field for which they are certified or licensed</b>
High-poverty schools	10,869.58	2,169.59	19.96%
Low-poverty schools	16,686.37	1,701.67	10.20%
Total schools	60,697.09	9,191.22	

**Comments:** The response is limited to 4,000 characters.



**1.3.4 Poverty Quartile Breaks**

In the table below, provide the poverty quartiles breaks used in determining high- and low-poverty schools and the poverty metric used to determine the poverty quartiles.

	<b>High-Poverty Schools (more than what %)</b>	<b>Low-Poverty Schools (less than what %)</b>
All schools	36.50%	12.01%
Poverty metric used	Percentage of all students whose National School Lunch Program (NSLP) eligibility has been determined through direct certification	

**FAQ:**

*How are the poverty quartiles determined?* Rank order all schools from highest to lowest on your percentage poverty measure. Divide the list into four equal groups. Schools in the first (highest group) are high-poverty schools. Schools in the last group (lowest group) are the low-poverty schools. Generally, States use the percentage of students who qualify for the free or reduced-price lunch program for this calculation.

**Comments:** The response is limited to 4,000 characters.

**1.4 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS**

This section collects annual performance and accountability data on the implementation of Title III programs.

**1.4.1 EL Enrollment Data****1.4.1.1 Number of ALL ELs Enrolled in the State**

In the table below, provide the October 1 count of ALL ELs in the State who meet the EL definition under Section 8101(21) of the *ESEA*.

- Include newly enrolled (recent arrivals to the U.S.) and continually enrolled ELs, whether or not they receive services in a Title III LIEP.
- Do not include students previously identified as ELs (as described in Section 1111(b)(3)(B) of the *ESEA*) or students who exit LIEPs based on attainment of ELP (as described in Section 3121(a)(4) of the *ESEA*) in the ALL EL student count in this table.

<b>Total ELs</b>	<b>#</b>
Number of ALL ELs in the State	84,120
Number of ELs identified as children with disabilities	10,851

**Comments:** The response is limited to 4,000 characters.

**1.4.1.2 Number of ELs in LEAs receiving Title III funds**

In the table below, provide the October 1 count of ELs in the State served by LIEPs in LEAs receiving Title III funds.

<b>ELs Receiving Services</b>	<b>#</b>
ELs enrolled in LEAs receiving Title III funds who are served by a LIEP	84,095

**Comments:** The response is limited to 4,000 characters.

**1.4.2 LIEPs**

**Note:** Section 3201(7) – The term ‘LIEP’ means an instruction course – (A) in which an EL is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic standards; and (B) that may make instructional use of both English and a child’s native language to enable the child to develop and attain English proficiency and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

In the table below, identify the language of instruction (other than English) next to each type of LIEP implemented in the State, as defined under Section 3201(7), as required by Sections 3121(a)(1) and 3122(b)(1) of the *ESEA*.

<b>LIEPs</b>	<b>Language of instruction (if applicable)</b>	<b>Number of ELs Enrolled</b>
Transitional Bilingual	Spanish	505
Dual Language or Two-way Immersion	Spanish	5
English as Second language (ESL) or English Language Development (ELD)	English	54,765
Content Classes with integrated ESL support	English	25,427
Newcomer programs		
Other	English	3,393

Explain in the comment box below if the State has any additional LIEPs that are not captured in the table above.

The response is limited to 8,000 characters.

**Comments:** The response is limited to 4,000 characters.

English is the only language of instruction used for the following three LIEP categories listed in the table above: English as Second language (ESL) or English Language Development (ELD), Content Classes with integrated ESL support, and Other.

**1.4.3 Most Commonly Spoken Languages in the State**

In the table below, provide the five most commonly spoken languages, other than English, in the State (for all ELs, not just ELs enrolled in LEAs that received Title III services). The top five languages should be determined by the highest number of ELs speaking each of the languages listed. Report additional languages with significant numbers of ELs in the comment section.

<b>Language</b>	<b># ELs</b>
Spanish; Castilian	63,404
French	1,859
Amharic	1,468
Chinese	1,373
Arabic	1,356

The response is limited to 8,000 characters.

**Comments:** The response is limited to 4,000 characters.

**1.4.4 Teacher Information and Professional Development**

This section collects information about teachers as required under Section 3122 (b)(5) of the ESEA.

In the table below, report the unduplicated headcount of teachers who are working in LIEPs as defined under Section 3302(7) of the *ESEA* and reported in CSPR Section 1.4.2 (LIEPs) even if they are not paid with Title III funds.

Number of teachers serving in LIEPs (including core content (reading, math, science and social studies) in LEAs receiving Title III funds	Number of certified, licensed or endorsed teachers serving in LIEP in LEAs receiving Title III funds	How many ESL/bilingual education endorsed teachers will be needed for the succeeding 5 fiscal years.*
1,607	1,419	500

\*This number should be the total additional teachers needed for the next 5 years, not the number needed for each year. Do not include the number of teachers currently working in Title III English language instruction educational programs.

**Comments:** The response is limited to 4,000 characters.

**1.4.5 Activities of Subgrantees Related to the Teaching and Learning of ELs**

This section aggregates data on LEA-level activities that support the education of ELs with Title III funds.

In the tables below, provide information about allowable activities conducted under Section 3115 of the *ESEA*.

<b>Activities serving ELs in LEAs receiving Title III funds</b>	<b># LEAs that conducted activity</b>
Supporting the development and implementation of LIEPs	15
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	20
Supporting implementation of school wide programs	17
Professional development to teachers and other personnel serving ELs	20
Parent and community engagement activities	22
Supporting the development and implementation of pre-school programs	2
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	22
Improving instruction of ELs with disabilities	0
Providing tutorials, career and technical education	9
Offering programs to help ELs achieve success in post-secondary education	1
Other	0

If State reports a nonzero count of LEAs under "Other", please describe the activities that were conducted during SY2018-19 in the comment box below.

The response is limited to 8,000 characters.

**Comments:** The response is limited to 4,000 characters.

**1.4.6 Assistance Provided by SEAs under Section 3111(b)(2)(D) of the ESEA**

Provide information on technical assistance and other forms of assistance provided by the SEA to LEAs that are receiving Title III subgrants.

<b>Activities</b>	<b>Check all that apply</b>
Identifying and implementing effective LIEPs and curricula for teaching English learners	YES
Helping ELs meet the same challenging State academic standards that all children are expected to meet	YES
Identifying or developing, and implementing, measures of English proficiency	YES
Strengthening and increasing parent, family, and community engagement in programs that serve ELs	YES
Providing recognition, which may include providing financial awards, to recipients of subgrants under section 3115 that have significantly improved the achievement and progress of ELs	YES
Other	NO

If "Other" is checked, please provide information in the comment box below on the types of technical assistance provided by the SEA to LEAs that aren't captured by the first five types of activities in the table.

The response is limited to 8,000 characters.

**Comments:** The response is limited to 4,000 characters.



**1.4.7 Education Programs and Activities for Immigrant Students**

In the table below, report the unduplicated number of immigrant students enrolled in schools in the State and the number of immigrant students in LEAs receiving funds under Section 3114(d) of the *ESEA*.

Note: Not all immigrant students are ELs.

# Immigrant Students Enrolled	# Immigrant Students in LEAs receiving funds under Section 3114(d)	# of 3114(d)(1) Subgrants
43,233	9,037	18

If State reports zero (0) students in LEAs receiving funds under Section 3114(d) or the *ESEA* or zero (0) subgrants, explain in comment box below.

The response is limited to 8,000 characters.

**Comments:** The response is limited to 4,000 characters.

**Table 1.4.7 Definitions:**

- 1. Immigrant Students Enrolled:** Number of students who meet the definition of immigrant children and youth under Section 3201(5) of the *ESEA* and enrolled in the elementary or secondary schools in the State.
- 2. Immigrant Students in LEAs receiving funds under Section 3114(d):** Number of immigrant students enrolled in LEAs receiving funds reserved for immigrant education programs/activities under Section 3114(d) of the *ESEA*. This number should not include immigrant students who are enrolled in an LEA that receives Title III funds under Section 3114(a) of the *ESEA*, but not Section 3114(d) of the *ESEA*.
- 3. 3114(d) Subgrants:** Number of subgrants made in the State under Section 3114(d) of the *ESEA*, with funds reserved for immigrant children and youth. Do not include in the count LEAs that receive Title III English language acquisition subgrants made under Section 3114(a) of the *ESEA*, but that do not receive subgrants under Section 3114(d) of the *ESEA*, even if immigrant students are enrolled in those LEAs.

### 1.4.8 State Subgrant Activities

This section collects data on State subgrant activities.

#### 1.4.8.1 State Subgrant Process

In the table below, report the time between when the State receives the Title III allocation from the U.S. Department of Education (ED), normally on July 1 of each year for the upcoming school year, and the time when the State distributes these funds to subgrantees for the intended school year. Dates must be submitted using the MM/DD/YY format.

Example: State received SY2018-19 funds July 1, 2018, and then made these funds available to subgrantees on August 1, 2018, for SY2018-19 programs. Then the "# of days/\$\$ Distribution" is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# of Days/\$\$ Distribution
6/29/2018	7/31/2018	31

#### Table 1.4.8.1 Definitions:

- Date State Received Allocation** = Date the State receives the Title III allocation from ED.
- Date Funds Available to Subgrantees** = Date that Title III funds are available to approved subgrantees.
- # of Days/\$\$ Distribution** = Average number of days for States receiving Title III funds to make subgrants to subgrantees beginning from July 1 of each year, except under conditions where funds are being withheld.

**Comments:** The response is limited to 4,000 characters.

**1.4.8.2 Steps to Shorten the Distribution of Title III Funds to Subgrantees**

In the comment box below, describe how your State can shorten the process of distributing Title III funds to subgrantees.

The response is limited to 8,000 characters.

The Maryland State Department of Education (MSDE) aims to distribute Title III funds to subgrantees within 30-45 days of receipt of the State's allocation. For SY2018-19, the MSDE succeeded in distributing funds to subgrantees within this target timeframe. Delays in the distribution of funds are typically due to subgrantee signatories being unavailable to sign required documentation because the funding distribution period coincides with school system summer vacations. The MSDE attempts to mitigate against such delays by providing advance notice to subgrantees of the funding distribution timeframe and process, and by sending reminders to subgrantees to sign the required documentation.

**1.4.9 Title III Subgrantees**

This section collects data on the performance of Title III subgrantees.

**1.4.9.1 Termination of Title III Language Instruction Educational Programs**

This section collects data on the termination of Title III programs or activities as required by Section 3122(b)(7) of the *ESEA*.

<b>Termination of Title III Programs</b>	<b>Yes / No</b>
Were any Title III language instruction educational programs <u>or</u> activities terminated for failure to reach program goals?	NO
If yes, provide the number of language instruction educational programs <u>or</u> activities terminated.	

**Comments:** The response is limited to 4,000 characters.

**1.5 PERSISTENTLY DANGEROUS SCHOOLS**

In the table below, provide the number of schools identified as persistently dangerous, as determined by the State, by the start of the school year. For further guidance on persistently dangerous schools, refer to Section B "Identifying Persistently Dangerous Schools" in the Unsafe School Choice Option Non-Regulatory Guidance, available at: <http://www.ed.gov/policy/elsec/guid/unsafeschoolchoice.pdf>.

<b>Persistently Dangerous Schools</b>	<b>#</b>
Persistently Dangerous Schools	

**Comments:** The response is limited to 4,000 characters.

Maryland did not have any schools classified as persistently dangerous in SY2018-19.

**1.6 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM**

This section collects data on homeless children and youth and the McKinney-Vento grant program.

In the table below, provide the following information about the number of LEAs in the State who reported data on homeless children and youth and the McKinney-Vento program. The totals will be automatically calculated.

<b>LEAs</b>	<b>#</b>	<b># LEAs Reporting Data</b>
LEAs without subgrants	10	10
LEAs with subgrants	15	15
Total	25	25

**Comments:** The response is limited to 4,000 characters.

**1.6.1 All LEAs (with and without McKinney-Vento subgrants)**

The following questions collect data on homeless children and youth in the State.

**1.6.1.1 Homeless Children and Youth**

In the table below, provide the number of homeless children and youth by grade level enrolled in public school at any time during the regular school year. The totals will be automatically calculated:

<b>Age/Grade</b>	<b># of Homeless Children/Youth Enrolled</b>
Age 3 through 5 (not Kindergarten)	857
K	1,386
1	1,330
2	1,355
3	1,263
4	1,344
5	1,306
6	1,077
7	1,030
8	1,062
9	1,441
10	944
11	805
12	1,002
Ungraded	0
Total	16,202

**Comments:** The response is limited to 4,000 characters.

**1.6.1.2 Primary Nighttime Residence of Homeless Children and Youth**

In the table below, provide the number of homeless children and youth by primary nighttime residence enrolled in public school at any time during the regular school year. The primary nighttime residence should be the student's nighttime residence when he/she was identified as homeless. The totals will be automatically calculated.

<b>Primary Nighttime Residence</b>	<b># of Homeless Children/Youth</b>	<b># of Homeless Children/Youth who are Unaccompanied</b>
Shelters and transitional housing	2,062	51
Doubled-up (e.g., living with another family)	12,537	1,778
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	165	14
Hotels/Motels	1,438	31
<b>Total</b>	<b>16,202</b>	<b>1,874</b>

**Comments:** The response is limited to 4,000 characters.



**1.6.1.3 Subgroups of Homeless Students Enrolled**

In the table below, please provide the following information about the homeless students enrolled during the regular school year.

Special Population	# Homeless Children/Youth
Unaccompanied homeless youth	1,874
Migrant children/youth	82
Children with disabilities ( <i>IDEA</i> )	2,719
English Learners (ELs)	2,246

**Comments:** The response is limited to 4,000 characters.

**1.6.2 Young Homeless Children Served by McKinney-Vento Subgrants**

In the table below, provide the number of young homeless children who were served by McKinney-Vento subgrants during the regular school year. The total will be automatically calculated.

<b>Age/Grade</b>	<b># Homeless Children/Youth Served by Subgrants</b>
Age Birth Through 2	68
Age 3 through 5 (not Kindergarten)	548
Total	616

**Comments:** The response is limited to 4,000 characters.