

CONSOLIDATED STATE PERFORMANCE REPORT PART II

SCHOOL YEAR 2021-2022

MARYLAND



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 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA)

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 36.50 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, DC 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, DC 20202.

2.1 ACCOUNTABILITY

2.1.2 Schools Identified for Comprehensive Support and Improvement

In the table below, provide the number of schools identified for comprehensive support and improvement by reason identified.

Populated with SY2022-2023 SCH-LEVEL FS206/DG842 and FS212/DG866.

Reason Type	Number of Schools	Number of Title I Schools	Number of Non-Title I Schools
	28	.	.
	89	.	.
Lowest performing five percent of Title I schools	16	.	.
High schools failing to graduate one third or more of their students	5	.	.

2.1.3 Schools Implementing Targeted Support and Improvement Plans

In the table below, provide the number of schools implementing targeted support and improvement plans.

Populated with SY2022-2023 SCH-LEVEL FS206/DG842 and FS212/DG867.

Reason Type	Number of Schools	Number of Title I Schools	Number of non-Title I Schools
Schools with One or More Consistently Underperforming Subgroups of Students	624	.	.

2.1.4 Section 1003 of the ESEA School Improvement Funds

In the tables below, provide the amount of Section 1003 funds of the ESEA allocated to each district and school.

2.1.4.1 Section 1003 of the ESEA Allocations to LEAs

For each LEA receiving a 1003(a) allocation, list the amount of the allocation.

Populated with SCH-LEVEL FS132/DG794.

Data published outside report.

2.1.4.2 Section 1003 of the ESEA Allocations to Schools

For each school receiving a Section 1003(a) allocation of the ESEA, list the amount of the allocation.

Populated with SCH-LEVEL FS132/DG794.

Data published outside report.

2.2 GRADUATION RATES AND POSTSECONDARY ENROLLMENT

This section collects data on graduation rates and rates of postsecondary enrollment.

2.2.1 Four Year Adjusted Cohort Graduation Rates

In the table below, provide the State's four year adjusted cohort graduation rates for the current reporting period.

Populated with SEA-LEVEL FS150/DG695 and FS151/DG696.

Student Group	# of Graduates	# of Students in Cohort	Graduation Rate
All students	S	67045	86.3
American Indian or Alaska Native	S	140	79
Asian or Pacific Islander	S	4693	96.4
Asian	S	4615	96.5
Native Hawaiian or Other Pacific Islander	S	78	88
Black or African American	S	22361	84.0
Hispanic or Latino	S	12823	72.3
White	S	24252	93.5
Two or more races	S	2776	90
Children with Disabilities (IDEA)	S	6672	69.3
English learners	S	4697	56.6
Economically disadvantaged students	S	24945	77.9
Children in foster care	S	186	42
Children who are homeless	S	1123	62

Frequently asked questions (FAQs) on graduation rates:

What is the adjusted cohort graduation rate? The adjusted cohort graduation rate is described in sections 8101(23) and 8101(25) of the ESEA.

2.2.2 Postsecondary Enrollment

In the table below, provide counts of students who enrolled in programs of postsecondary education during the current reporting period.

Populated with SEA-LEVEL FS160/DG739.

Student Group	# Enrolled in an IHE	# Not Enrolled in an IHE	# For Which Data Are Unavailable	Total
All students	36846	18	22077	S
American Indian or Alaska Native	76	S	58	S
Asian or Pacific Islander	3858	S	747	S
Asian	3803	S	722	S
Native Hawaiian or Other Pacific Islander	55	S	25	S
Black or African American	11165	S	7908	S
Hispanic or Latino	4148	S	5080	S
White	15936	10	7375	S
Two or more races	1663	S	909	S
Female	20280	S	9596	S
Male	16560	S	12481	S
Children with Disabilities (IDEA)	1767	S	2960	S
English Learners	740	S	1934	S
Economically disadvantaged students	8710	S	9583	S

2.3 TITLE I, PART A PROGRAM PARTICIPATION

The following sections collect data on students participating in Title I, Part A by various student characteristics.

2.3.1 Student Participation in Public Title I, Part A by Special Services or Programs

In the table below, provide the number of public school students served by either Public Title I Schoolwide Programs (SWPs) or Targeted Assistance programs (TAS) at any time during the regular school year for each category listed. Count each student only once in each category even if the student participated during more than one term or in more than one school or district in the State. Count each student in as many of the categories that are applicable to the student. Include pre-kindergarten through grade 12. Do not include the following individuals: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Populated with SEA-LEVEL FS037/DG548.

Special Services or Programs	# Students Served
Children with disabilities (IDEA)	32641
English learners	52083
Homeless students	7783
Migrant students	51

2.3.2 Student Participation in Public Title I, Part A by Racial/Ethnic Group

In the table below, provide the unduplicated number of public school students served by either Title I SWP or TAS at any time during the regular school year. Each student should be reported in only one racial/ethnic category. Include pre-kindergarten through grade 12. The total number of students served will be calculated automatically.

Do not include (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Populated with SEA-LEVEL FS037/DG548.

Race Ethnicity	# Students Served
American Indian or Alaska Native	719
Asian	6059
Black or African American	114549
Hispanic or Latino	76674
Native Hawaiian or Other Pacific Islander	290
White	33591
Two or more races	9059
Total	240941

2.3.3 Student Participation in Title I, Part A by Grade Level

In the table below, provide the unduplicated number of students participating in Title I, Part A programs by grade level and by type of program: Title I public TAS, Title I SWP, private school students participating in Title I programs (private), and Part A local neglected programs (local neglected).

Populated with SEA-LEVEL FS134/DG670.

Age Grade	Public SWP	Public TAS	Local Neglected	Private	Total
Age Birth through 2	342	0	0	0	342
Age 3 through 5 (not Kindergarten)	16845	0	0	43	16888
Kindergarten	27242	135	0	142	27519
Grade 1	26428	274	2	306	27010
Grade 2	26762	344	4	143	27253
Grade 3	27126	398	7	163	27694
Grade 4	26391	388	15	150	26944
Grade 5	27006	385	21	130	27542
Grade 6	12019	116	25	66	12226
Grade 7	12503	207	44	62	12816
Grade 8	12613	74	64	43	12794
Grade 9	9703	0	181	0	9884
Grade 10	5233	0	74	0	5307
Grade 11	3939	0	59	0	3998
Grade 12	4468	0	33	0	4501
Ungraded	0	0	0	0	0
Total	238620	2321	529	1248	242718

2.5 PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK

This section collects data on programs and facilities that serve students who are neglected, delinquent, or at risk under Title I, Part D, and characteristics about and services provided to these students.

Throughout this section:

- Report data for the program year of July 1, 2021 through June 30, 2022.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do not include programs funded solely through Title I, Part A.
- Use the definitions listed below:

o Adult Corrections: An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.

o At-Risk Programs: Programs operated (through LEAs) that target students who are at risk of academic failure, dependency adjudication, or delinquency adjudication, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice or child welfare system in the past, are at least 1 year behind the expected age/grade level, are English learners, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.

o Juvenile Corrections: An institution for delinquent children and youth that is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Include any programs serving adjudicated youth (including non-secure facilities and group homes) in this category.

o Juvenile Detention Facilities: Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.

o Neglected Programs: An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.

o Other: Any other programs, not defined above, that receive Title I, Part D funds and serve non-adjudicated children and youth.

2.5.1 State Agency Title I, Part D Programs and Facilities - Subpart 1

The following questions collect data on Title I, Part D, Subpart 1 programs and facilities.

2.5.1.1 Programs and Facilities - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs and facilities that serve neglected and delinquent students and the average length of stay by program/facility type, for these students. Report only programs and facilities that received Title I, Part D, Subpart 1 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/facilities will be automatically calculated. Below the table is a FAQ about the data collected in this table.

State Program or Facility Type	# Programs or Facilities	Average Length of Stay in Days
Adult corrections	14	154
Juvenile corrections	3	136
Juvenile detention	7	53
Neglected programs	0	.
Other programs	0	.
Total	24	.

FAQ on programs and facilities - subpart 1:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit, for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

Data Quality Comments

2.5.1.2 Programs and Facilities That Reported - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs/facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

State Program Facility Type	# Reporting Data
Adult corrections	14
Juvenile corrections	3
Juvenile detention	7
Neglected programs	.
Other programs	.
Total	.

Data Quality Comments

2.5.1.3 Students Served - Subpart 1

In the tables below, provide the number of neglected and delinquent students served in State agency Title I, Part D, Subpart 1 programs and facilities. Report only students who received Title I, Part D, Subpart 1 services during the reporting year. In the first table, provide, in row 1, the unduplicated number of students served by each program, and, in row 2, the total number of students in row 1 who are long-term. In the subsequent tables provide the number of students served by disability (IDEA) and EL status, by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex, and by age will be automatically calculated.

Populated with SEA-LEVEL FS119/DG656.

# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Total Long-Term Students Served	0	80	40	246	0
Total Unduplicated Students Served	0	810	144	246	0

Provide the number of students served by special populations.

Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Children with one or more disabilities (IDEA)	0	294	57	115	0
English learners	0	7	2	2	0

Provide the number of students served by race/ethnicity.

Race Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaska Native	0	0	0	1	0
Asian	0	6	0	1	0
Black or African American	0	623	117	214	0
Hispanic or Latino	0	80	16	15	0
Native Hawaiian or Other Pacific	0	2	0	1	0
White	0	94	11	14	0
Two or more races	0	5	0	0	0
Total	0	810	144	246	0

Provide the number of students served by gender.

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Female	0	154	0	4	0
Male	0	656	144	242	0
Total	0	810	144	246	0

Provide the number of students served by age.

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Age 3 through 5	0	0	0	0	0
Age 6	0	0	0	0	0
Age 7	0	0	0	0	0
Age 8	0	0	0	0	0
Age 9	0	0	0	0	0
Age 10	0	0	0	0	0
Age 11	0	0	0	0	0
Age 12	0	3	0	0	0
Age 13	0	14	0	0	0
Age 14	0	50	3	0	0
Age 15	0	141	22	0	0
Age 16	0	189	43	0	0
Age 17	0	242	37	2	0
Age 18	0	147	28	41	0
Age 19	0	21	10	64	0
Age 20	0	3	1	139	0
Age 21	0	0	0	0	0
Total	0	810	144	246	0

FAQ on unduplicated count:

What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2021 through June 30, 2022.

2.5.1.4 Academic, Career, and Technical Outcomes While in the State Agency Program/Facility or within 90 Calendar Days after Exit

In the tables below, for each program type, provide the number of students who attained academic, career, and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled or planned to enroll in their local district school within 90 calendar days after exiting. A student may be reported only once per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the State agency program/facility column ('in fac.') or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods per program type.

The third table includes outcomes a student may achieve more than once. In the 'in fac.' column, provide the unduplicated number of students who attained academic, career and technical outcomes while enrolled in the State agency program/facility. In the '90 days after exit' column provide the unduplicated number of students who attained academic, career, and technical outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90-day transition period, that student may be reported once in each column.

Populated with SEA-LEVEL FS180/DG783 and FS181/DG785.

Outcomes (Once per Student, Only after Exit)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Enrolled in local district school		S	S	S	

Outcomes	Neglected Programs - In Fac	Neglected Programs - 90 Days after Exit	Juvenile Detention - In Fac	Juvenile Detention - 90 Days after Exit	Juvenile Corrections - In Fac
Were accepted and/or enrolled into post-secondary education			S	S	10
Obtained high school diploma			S	S	S
Obtained employment			S	S	S
Enrolled in job training courses/programs			7	S	14
Enrolled in a GED program			S	S	S
Earned high school course credits			175	S	102
Earned a GED			8	S	12

Outcomes	Juvenile Corrections - 90 Days after Exit	Adult Corrections - In Fac	Adult Corrections - 90 Days after Exit	Other Programs - In Fac	Other Programs - 90 Days after Exit
Were accepted and/or enrolled into post-secondary education	S	S	S		
Obtained high school diploma	S	S	S		
Obtained employment	S	S	S		
Enrolled in job training courses/programs	S	17	S		
Enrolled in a GED program	S	246	S		
Earned high school course credits	S	S	S		
Earned a GED	S	22	S		

2.5.2 Academic Performance - Subpart 1

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 1 in reading and mathematics.

2.5.2.1 Academic Performance in Reading - Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in reading pre-and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2021, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Populated with SEA-LEVEL FS113/DG628.

Performance Data (Based on Most Recent Pre Post-Test Data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams		S	S	S	
Long-term students with no change in grade level from the pre- to post-test exams		3	S	26	
Long-term students with improvement up to one full grade level from the pre- to post-test exams		S	S	S	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams		S	S	76	
Total students pre/post-tested		5	5	102	

2.5.2.2 Academic Performance in Mathematics - Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in mathematics pre- and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2021, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year.

Populated with SEA-LEVEL FS113/DG628.

Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams		S	S	S	
Long-term students with no change in grade level from the pre- to post-test exams		3	S	26	
Long-term students with improvement up to one full grade level from the pre- to post-test exams		S	S	S	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams		S	S	76	
Total students pre/post-tested		6	5	122	

2.5.3 LEA Title I, Part D Programs and Facilities - Subpart 2

The following questions collect data on Title I, Part D, Subpart 2 programs and facilities.

2.5.3.1 Programs and Facilities - Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that serve neglected and delinquent students and the yearly average length of stay by program/facility type for these students. Report only the programs and facilities that received Title I, Part D, Subpart 2 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/facilities will be automatically calculated. Below the table is an FAQ about the data collected in this table.

LEA Program or Facility Type	# Programs or Facilities	Average Length of Stay (# days)
At-risk programs	2	246
Juvenile corrections	2	229
Juvenile detention	2	93
Neglected programs	2	365
Other programs	0	.
Total	8	.

FAQ on average length of stay:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days per visit for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

Data Quality Comments

2.5.3.2 Programs and Facilities That Reported - Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

LEA Program or Facility Type	# Reporting Data
At-risk programs	2
Juvenile corrections	2
Juvenile detention	2
Neglected programs	2
Other programs	.
Total	8

Data Quality Comments

2.5.3.3 Students Served - Subpart 2

In the tables below, provide the number of neglected and delinquent students served in LEA Title I, Part D, Subpart 2 programs and facilities. Report only students who received Title I, Part D, Subpart 2 services during the reporting year. In the first table, provide, in row 1, the unduplicated number of students served by each program, and, in row 2, the total number of students in row 1 who are long-term. In the subsequent tables, provide the number of students served by disability (IDEA), and EL status, by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex, and by age will be automatically calculated.

Populated with LEA-LEVEL FS127/DG657.

# of Students Served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Total Long-Term Students Served	265	21	120	55	.
Total Unduplicated Students Served	426	21	294	65	.

Provide the number of students served by special populations.

Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Children with one or more disabilities (IDEA)	81	21	68	43	.
English learners	33	0	135	1	.

Provide the number of students served by race/ethnicity.

Race Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native	0	0	0	0	.
Asian	7	0	0	0	.
Black or African American	183	10	248	41	.
Hispanic or Latino	87	4	18	5	.
Native Hawaiian or Other Pacific	0	0	0	0	.
White	101	5	20	19	.
Two or more races	48	2	8	0	.
Total	426	21	294	65	.

Provide the number of students served by sex.

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Female	154	3	14	6	.
Male	272	18	280	59	.
Total	426	21	294	65	.

Provide the number of students served by age.

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Age 3 through 5	0	0	0	0	.
Age 6	0	0	0	0	.
Age 7	0	0	0	0	.
Age 8	0	0	0	0	.
Age 9	0	0	0	0	.
Age 10	0	0	0	0	.
Age 11	0	0	0	0	.
Age 12	11	1	0	1	.
Age 13	34	1	0	5	.
Age 14	60	1	2	10	.
Age 15	122	3	12	12	.
Age 16	53	6	58	11	.
Age 17	52	5	84	13	.
Age 18	46	2	64	11	.
Age 19	33	2	26	2	.
Age 20	11	0	31	0	.
Age 21	4	0	17	0	.
Total	426	21	294	65	.

FAQ on unduplicated count:

What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2021 through June 30, 2022.

2.5.3.4 Academic, Career, and Technical Outcomes While in the LEA Program/Facility or within 90 Calendar Days after Exit

In the tables below, for each program type, provide the number of students who attained academic, career, and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled or planned to enroll in their local district school within 90 calendar days after exiting. A student may be reported only once per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the LEA program/facility column ('in fac.') or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods per program type.

The third table includes outcomes a student may achieve more than once. In the 'in fac.' column, provide the unduplicated number of students who attained academic, career and vocational outcomes while enrolled in the LEA program/facility. In the '90 days after exit' column provide the unduplicated number of students who attained academic, career and vocational outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90 day transition period, that student may be reported once in each column.

Populated with LEA-LEVEL FS180/DG782 and FS181/DG784.

Outcomes(once per student, only after exit)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Enrolled in local district school	174	3	19	5	

Outcomes	At-Risk Programs - In Fac	At-Risk Programs - 90 Days After Exit	Neglected Programs - In Fac	Neglected Programs - 90 Days After Exit	Juvenile Detention - In Fac
Were accepted and/or enrolled into post-secondary education	S	S	S	S	S
Obtained high school diploma	26	S	3	S	8
Obtained employment	10	S	5	S	S
Enrolled in job training courses/programs	28	S	4	S	S
Enrolled in a GED program	S	S	S	S	13
Earned high school course credits	316	154	13	3	132
Earned a GED	S	S	S	S	S

Outcomes	Juvenile Detention - 90 Days After Exit	Juvenile Corrections - In Fac	Juvenile Corrections - 90 Days After Exit	Other Programs - In Fac	Other Programs - 90 Days After Exit
Were accepted and/or enrolled into post-secondary education	S	S	S		
Obtained high school diploma	8	6	S		
Obtained employment	4	S	S		
Enrolled in job training courses/programs	S	S	S		
Enrolled in a GED program	S	S	S		
Earned high school course credits	19	49	10		
Earned a GED	S	S	S		

2.5.3.5 Academic Performance - Subpart 2

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 2 in reading and mathematics.

2.5.3.5.1 Academic Performance in Reading - Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in reading pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2021, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Populated with LEA-LEVEL FS125/DG629.

Performance Data(Based on Most Recent Pre Post-Test Data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams	23	S	5	17	
Long-term students with no change in grade level from the pre- to post-test exams	188	5	23	11	
Long-term students with improvement up to one full grade level from the pre- to post-test exams	S	12	8	14	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams	S	S	9	8	
Total students pre/post-tested	233	17	45	50	

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2021, through June 30, 2022.

Is reporting pre/post-test data for at-risk programs required? No, reporting pre/post-test data for at-risk students is no longer required, but States have the option to continue to collect and report it within the CSPR.

2.5.3.5.2 Academic Performance in Mathematics - Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in mathematics pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2021, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year.

Populated with LEA-LEVEL FS125/DG629.

Performance Data(Based on most recent pre post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams	22	S	11	10	
Long-term students with no change in grade level from the pre- to post-test exams	112	5	26	17	
Long-term students with improvement up to one full grade level from the pre- to post-test exams	S	11	3	16	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams	S	S	5	7	
Total students pre/post-tested	146	16	45	50	

2.6 STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS (TITLE IV, PART A)

2.6.1 Funds Spent Under Title IV, Part A

This section collects data on the amount of funds spent by LEAs on the three content areas under Title IV, Part A of the ESEA.

Content Area	Amount of Funds Spent
Well-Rounded	\$9,151,247
Safe and Healthy Students	\$4,457,198
Effective Use of Technology	\$2,200,396

Data Quality Comments

2.6.2 LEAs Who Spent Funds Under Title IV, Part A

This section collects data on the number of LEAs who spent funds by the content areas under Title IV, Part A of the ESEA. For the 'Any' category, report the number of LEAs that spent funds in any of the three content areas. An LEA should be included in the count of each content area it spent funds on (i.e. an LEA may be represented in more than one content area in the table below).

Content Area	Number of LEAs Spending Funds
Well-Rounded	25
Safe and Healthy Students	25
Effective Use of Technology	21
Any Content Area	25

Data Quality Comments

2.7 FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE V, PART A)

2.7.1 State Transferability of Funds

In the table below, indicate whether the State transferred funds under the state transferability authority.

Did the State transfer funds under the State Transferability authority of Section 5103(a) during SY2021-2022?
No

Data Quality Comments

2.7.2 Local Educational Agency (LEA) Transferability of Funds

In the table below, indicate the number of LEAs that notified the State that they transferred funds under the LEA transferability authority.

LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 5103(b).
0

Data Quality Comments

2.7.3 LEA Funds Transfers

In the table below, provide the total number of LEAs that transferred funds from an eligible program to another eligible program.

Program	# LEAs Transferring Funds FROM Eligible Program	# LEAs Transferring Funds TO Eligible Program
Education of Migratory Children (Title I, Part C)	.	0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	0
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	0
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	0
Rural Education Initiative (Title V, Part B)	.	0
Student Support and Enrichment Grants (Title IV, Part A)	0	0
Supporting Effective Instruction (Title II, Part A)	0	0

Data Quality Comments

In the table below provide the total amount of FY 2021 appropriated funds transferred from and to each eligible program.

Program	Total Amount of Funds Transferred FROM Eligible Program	Total Amount of Funds Transferred TO Eligible Program
Education of Migratory Children (Title I, Part C)	.	\$0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	\$0
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	\$0
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	\$0
Rural Education Initiative (Title V, Part B)	.	\$0
Student Support and Enrichment Grants (Title IV, Part A)	\$0	\$0
Supporting Effective Instruction (Title II, Part A)	\$0	\$0

Data Quality Comments

2.8 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP)

This section collects data on the Rural Education Achievement Program (REAP) Title V, Part B, Subparts 1 and 2.

2.8.1 LEA Use of Rural Low-Income Schools Program (RLIS) (Title V, Part B, Subpart 2) Grant Funds

In the table below, provide the number of eligible LEAs that used RLIS funds during SY2020-21 for each of the listed purposes.

Purpose	# LEAs
Activities authorized under Part A of Title I	0
Activities authorized under Part A of Title II	0
Activities authorized under Title III	0
Activities authorized under Part A of Title IV	1
Parental involvement activities	0

Data Quality Comments

2.8.2 RLIS Objectives and Outcomes

In the space below, describe the progress the State has made in meeting the objectives and outcomes for the Rural Low-Income School (RLIS) Program as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

Comments

During the School year 2021-2022, one Maryland local education agency (LEA) was eligible for and participated in the RLIS program: Dorchester County Public Schools (DCPS). In evaluating its SY2021-2022 program objectives, DCPS made progress toward the established goals and provided the rationale for continuing conflict resolution and mediation services. The activities in the grant afforded assistance to students through mentoring programs to provide a model for good decision-making, opportunities for students who needed additional time to complete coursework immediately after the school year ended to earn course credit, and support for students who required interventions and skill development to maintain pace in their cohort. DCPS analyzed promotion/retention data for targeted groups to determine if students were matriculating at a rate consistent with other students in their graduation cohort. Student behavior and attendance data were collected and analyzed to determine student success with respect to outcomes. For the Asset Development Program, data were collected at the end of the Asset Development session to determine the number of students who successfully achieved promotion status because of their involvement with the program.

NorthBay Program: NorthBay has been serving 10,000 fifth and sixth-grade students per year in a 5-day 4-night residential education program for the past 10 years. Each year for the past seven years they have been formally evaluating the effectiveness of their program in terms of environmental intention to act, academic intention to act, and citizenship/character. The evaluation of the program has consistently shown that students leave NorthBay with a statistically significant increase in each of these measures that normally last at least 3 months post experience. The Maryland State Department of Education approved NorthBay curriculum was specifically designed for students from a variety of demographics. The goal of the program is to provide a high-energy, academically rigorous, and engaging science curriculum that inspires students to take responsibility for their surroundings and decisions. NorthBay in turn connects student-driven environmental studies with the most trying social challenges facing adolescents today, teaching them that education and personal growth are the keys to success. The North Bay experience meets the Grade 5 Environmental Literacy K-12 continuum of experiences requirement towards graduation. During this outdoor experience, students are applying real-life experiences using the Next Generation Science Standards and are following the CER - claim/evidence/reason process. Character Education is also instilled through cooperative group activities as students explore and experience team-building activities in addition to environmental literacy activities.

PBIS Program: Data guide every part of PBIS implementation, and the decisions teams make along the way. Some of those data come from regularly assessing the systems and practices supporting PBIS. These are reflected in discipline data, attendance data, number of office referrals, and communication with parents. Recent research identifies district-level support as a key contributor to the sustainability of PBIS over time (Coffey & Horner, 2012). Combined with collective concerns from project leaders regarding sustainability, the PBIS Academy added additional support to participating district leaders. The goal of building district capacity to support implementation focused on teaming at the district level, connecting the implementation to district-level goals and evaluation, and supporting internal professional development and coaching. The PBIS Implementation Blueprint (Center on PBIS, 2015) informed the development of these supports. Regular contact supported the district leader's understanding of training and evaluation efforts, as well as how to support integration and alignment of the PBIS framework with other practice models.

2.8.3 RLIS Technical Assistance

In the space below, describe the progress the State has made in providing technical assistance for RLIS LEA sub-grantees as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

Comments
The Maryland State Department of Education provided direct technical assistance that focused on making progress toward meeting the goals outlined in the RLIS grant application and providing ongoing support for capacity building and implementing innovative approaches to increase student outcomes. More specifically, the State engaged the LEA sub-grantee (Dorchester County Public Schools) in a collaborative inquiry process to identify any necessary supports to: 1) help inform decisions in order to improve data-driven instruction, and 2) address professional development needs to enhance professional knowledge and effectiveness in order to increase student outcomes.

2.8.4 RLIS Subgrant Award Determination

Please report the method the SEA used to award grants to eligible LEAs. If the SEA used a competitive process, please describe that process and include a description of the methods and criteria the SEA used to review applications, award funds to LEAs, and how the LEAs were notified of the process. If the SEA used a formula besides one based on the number of students in average daily attendance served by eligible LEAs in the State, please describe that formula, including an explanation of how this alternative formula enables the SEA to allot grant funds in a manner that serves equal or greater concentrations of children from families with incomes below the poverty line, relative to the concentration that would be served if the SEA used a formula based on the number of students in average daily attendance served by eligible LEAs in the State.

Comments
The SEA designed the RLIS application for the LEA (Dorchester County Public Schools) to complete based on the amount of funding received from the U.S. Department of Education and outlining the allowable activities. The grant amount allocated is determined using a formula based on the number of students in average daily attendance (ADA) served by the eligible LEA. The LEA completed and submitted the application, which was reviewed by the SEA for approval.

2.8.5 RLIS State Administrative Funds

In the table below, provide information on state administrative funds.

Question	Percentage
What percentage of the RLIS grant funds were retained for State-level administration?	0
What percentage of those funds retained for State-level administration were used specifically for technical assistance?	0

<p style="text-align: center;">Data Quality Comments</p>

2.8.6 RLIS LEAs Awarded Funds

Please list the NCES LEA ID and name of each LEA that received RLIS funds and the amount each received.

Data published outside report.

<p style="text-align: center;">Data Quality Comments</p>

2.8.7 Small, Rural School Achievement (SRSA) Program, Alternative Fund Use Authority (AFUA)

Populated with LEA-LEVEL FS131/DG614.

STATE CERTIFICATION

**Did the State certify
this report?**

YES

**Date the State
certified**

5/23/2023 12:18:51
PM