CONSOLIDATED STATE PERFORMANCE REPORT
PART I

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

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1.1 GENERAL INFORMATION

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

1.1.1 State Report Cards

State Report Card URL
https://reportcard.msde.maryland.gov/

Data Quality Comment
In Maryland, the term Report Card is used specifically to refer to the results from the State's accountability system and the awarding of star ratings for individual schools and school systems. Required annual data published on the Maryland Public Schools Report Card website (see Data Downloads link) includes SY2021-22 data on attendance rates, 4-year cohort graduation rates, postsecondary outcomes, educator qualifications, and per-pupil expenditures.

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.

Populated with SEA-LEVEL FS175/DG583 and FS185/DG588.

Grade 03

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	63798	98.8	63798	S	36.5
American Indian or Alaska Native	S	165	>=95	165	S	26
Asian or Pacific Islander	S	4472	98.5	4472	S	66.8
Asian	S	4369	98.4	4369	S	67.4
Native Hawaiian or other Pacific Islander	S	103	>=95	103	S	43
Black or African American	S	20360	98.0	20360	S	20.6
Hispanic or Latino	S	14044	99.3	14044	S	20.1
White	S	21225	99.4	21225	S	55.1
Two or more races	S	3497	99.1	3497	S	44.4
Children with disabilities (IDEA)	S	7543	97.8	7543	S	13.8
English learners	S	10657	99.4	10657	S	14.3
Economically disadvantaged students	S	29432	98.5	29432	S	18.2
Children in foster care	S	136	>=95	136	S	10
Children who are homeless	S	994	96	994	S	6
Migratory students	S	8	>=50	8	S	<50
Military connected students	S	1294	>=99	1294	S	55
Male	S	32663	98.8	32663	S	37.5
Female	S	31110	98.9	31110	S	35.5

Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	64330	99.0	64330	S	28.1
American Indian or Alaska Native	S	152	>=95	152	S	28
Asian or Pacific Islander	S	4564	98.9	4564	S	58.0
Asian	S	4477	98.9	4477	S	58.7
Native Hawaiian or other Pacific Islander	S	87	>=95	87	S	24
Black or African American	S	20625	98.2	20625	S	13.4
Hispanic or Latino	S	13922	99.4	13922	S	13.6
White	S	21422	99.4	21422	S	44.4
Two or more races	S	3595	98.9	3595	S	34.0
Children with disabilities (IDEA)	S	7961	98.0	7961	S	10.3
English learners	S	10366	99.4	10366	S	7.8
Economically disadvantaged students	S	29307	98.5	29307	S	11.9
Children in foster care	S	105	>=95	105	S	12
Children who are homeless	S	934	97	934	S	6
Migratory students	S	7	>=50	7	S	<50
Military connected students	S	1241	>=99	1241	S	44
Male	S	32918	98.9	32918	S	30.4
Female	S	31379	99.0	31379	S	25.7

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	65659	98.7	65659	S	24.5
American Indian or Alaska Native	S	171	>=95	171	S	21
Asian or Pacific Islander	S	4589	98.5	4589	S	57.3
Asian	S	4508	98.5	4508	S	58.0
Native Hawaiian or other Pacific Islander	S	81	>=95	81	S	19
Black or African American	S	21441	98.0	21441	S	10.5
Hispanic or Latino	S	13940	99.0	13940	S	11.2
White	S	22062	99.2	22062	S	38.8
Two or more races	S	3386	98.6	3386	S	30.1
Children with disabilities (IDEA)	S	8301	97.8	8301	S	7.4
English learners	S	9348	98.9	9348	S	4.3
Economically disadvantaged students	S	29673	98.2	29673	S	9.2
Children in foster care	S	99	>=95	99	S	6
Children who are homeless	S	964	96	964	S	4
Migratory students	S	3	S	3	S	S
Military connected students	S	1257	>=99	1257	S	37
Male	S	33650	98.6	33650	S	26.5
Female	S	31967	98.8	31967	S	22.3

Grade 06

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	64100	97.5	64100	S	18.3
American Indian or Alaska Native	S	163	>=95	163	S	16
Asian or Pacific Islander	S	4444	98.0	4444	S	49.4
Asian	S	4356	98.0	4356	S	50.0
Native Hawaiian or other Pacific Islander	S	88	>=95	88	S	19
Black or African American	S	21133	96.2	21133	S	7.7
Hispanic or Latino	S	13542	98.1	13542	S	7.2
White	S	21477	98.5	21477	S	28.8
Two or more races	S	3297	97.1	3297	S	22.1
Children with disabilities (IDEA)	S	8035	95.6	8035	S	4.1
English learners	S	6502	97.8	6502	S	1.4
Economically disadvantaged students	S	28774	96.4	28774	S	6.0
Children in foster care	S	109	>=95	109	S	<=5
Children who are homeless	S	876	92	876	S	2
Migratory students	S	3	S	3	S	S
Military connected students	S	1223	>=99	1223	S	29
Male	S	32767	97.3	32767	S	18.8
Female	S	31273	97.7	31273	S	17.9

Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	65580	96.9	65580	S	16.9
American Indian or Alaska Native	S	149	>=95	149	S	18
Asian or Pacific Islander	S	4548	98.7	4548	S	45.4
Asian	S	4453	98.7	4453	S	46.0
Native Hawaiian or other Pacific Islander	S	95	>=95	95	S	19
Black or African American	S	21701	95.1	21701	S	6.5
Hispanic or Latino	S	13925	97.1	13925	S	7.5
White	S	21877	98.1	21877	S	26.8
Two or more races	S	3334	97.3	3334	S	20.8
Children with disabilities (IDEA)	S	7880	94.1	7880	S	3.5
English learners	S	5414	96.3	5414	S	1.7
Economically disadvantaged students	S	28809	95.2	28809	S	5.5
Children in foster care	S	122	93	122	S	<=5
Children who are homeless	S	819	90	819	S	3
Migratory students	S	6	>=50	6	S	<50
Military connected students	S	1177	>=99	1177	S	28
Male	S	33357	96.7	33357	S	18.3
Female	S	32163	97.0	32163	S	15.6

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	67532	96.3	67532	S	17.0
American Indian or Alaska Native	S	216	>=95	216	S	13
Asian or Pacific Islander	S	4757	98.7	4757	S	44.8
Asian	S	4661	98.8	4661	S	45.3
Native Hawaiian or other Pacific Islander	S	96	94	96	S	22
Black or African American	S	22630	94.7	22630	S	6.5
Hispanic or Latino	S	13774	95.9	13774	S	7.5
White	S	22835	97.6	22835	S	27.0
Two or more races	S	3264	96.0	3264	S	19.2
Children with disabilities (IDEA)	S	8011	93.0	8011	S	3.9
English learners	S	5624	94.5	5624	S	2.0
Economically disadvantaged students	S	28879	94.4	28879	S	6.0
Children in foster care	S	142	89	142	S	<=5
Children who are homeless	S	829	89	829	S	4
Migratory students	S	5	S	5	S	S
Military connected students	S	1211	98	1211	S	30
Male	S	34613	96.2	34613	S	17.8
Female	S	32825	96.3	32825	S	16.1

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	48396	92.6	48396	S	34.0
American Indian or Alaska Native	S	108	92	108	S	26
Asian or Pacific Islander	S	4190	93.8	4190	S	68.6
Asian	S	4106	93.9	4106	S	69.1
Native Hawaiian or other Pacific Islander	S	84	90	84	S	43
Black or African American	S	15566	94.4	15566	S	15.8
Hispanic or Latino	S	8058	92.4	8058	S	16.7
White	S	18404	91.1	18404	S	48.3
Two or more races	S	2048	91	2048	S	41
Children with disabilities (IDEA)	S	5120	91.4	5120	S	9.1
English learners	S	2539	93	2539	S	2
Economically disadvantaged students	S	16522	92.9	16522	S	13.3
Children in foster care	S	90	87	90	S	10
Children who are homeless	S	460	88	460	S	8
Migratory students	S	2	S	2	S	S
Military connected students	S	881	93	881	S	46
Male	S	23957	92.4	23957	S	35.2
Female	S	24408	92.9	24408	S	32.8

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.

Populated with SEA-LEVEL FS178/DG584 and FS188/DG589.

Grade 03

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	63378	98.8	63378	S	45.3
American Indian or Alaska Native	S	165	>=95	165	S	36
Asian or Pacific Islander	S	4408	98.1	4408	S	71.9
Asian	S	4305	98.1	4305	S	72.3
Native Hawaiian or other Pacific Islander	S	103	>=95	103	S	54
Black or African American	S	20379	98.3	20379	S	32.7
Hispanic or Latino	S	13692	98.7	13692	S	29.6
White	S	21210	99.4	21210	S	61.1
Two or more races	S	3497	99.1	3497	S	52.5
Children with disabilities (IDEA)	S	7564	98.1	7564	S	15.1
English learners	S	10196	98.5	10196	S	20.5
Economically disadvantaged students	S	29353	98.7	29353	S	27.9
Children in foster care	S	137	>=95	137	S	23
Children who are homeless	S	966	97	966	S	13
Migratory students	S	8	>=50	8	S	<50
Military connected students	S	1291	>=99	1291	S	65
Male	S	32447	98.7	32447	S	41.4
Female	S	30912	98.9	30912	S	49.5

Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	63864	98.8	63864	S	45.8
American Indian or Alaska Native	S	151	>=95	151	S	40
Asian or Pacific Islander	S	4506	98.4	4506	S	70.3
Asian	S	4419	98.4	4419	S	70.8
Native Hawaiian or other Pacific Islander	S	87	>=95	87	S	43
Black or African American	S	20624	98.3	20624	S	32.8
Hispanic or Latino	S	13557	98.7	13557	S	29.8
White	S	21388	99.4	21388	S	62.1
Two or more races	S	3596	99.0	3596	S	53.3
Children with disabilities (IDEA)	S	7967	98.1	7967	S	12.9
English learners	S	9898	98.3	9898	S	18.1
Economically disadvantaged students	S	29189	98.6	29189	S	28.4
Children in foster care	S	103	>=95	103	S	18
Children who are homeless	S	904	97	904	S	14
Migratory students	S	7	>=50	7	S	<50
Military connected students	S	1241	>=99	1241	S	65
Male	S	32657	98.7	32657	S	40.0
Female	S	31179	98.9	31179	S	51.9

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	65253	98.6	65253	S	40.7
American Indian or Alaska Native	S	169	>=95	169	S	38
Asian or Pacific Islander	S	4545	98.3	4545	S	68.0
Asian	S	4464	98.3	4464	S	68.4
Native Hawaiian or other Pacific Islander	S	81	>=95	81	S	49
Black or African American	S	21453	98.2	21453	S	27.3
Hispanic or Latino	S	13598	98.4	13598	S	26.2
White	S	22053	99.2	22053	S	56.2
Two or more races	S	3388	98.6	3388	S	47.4
Children with disabilities (IDEA)	S	8321	98.1	8321	S	9.3
English learners	S	8921	97.9	8921	S	10.9
Economically disadvantaged students	S	29594	98.4	29594	S	23.4
Children in foster care	S	100	>=95	100	S	15
Children who are homeless	S	932	96	932	S	13
Migratory students	S	3	S	3	S	S
Military connected students	S	1256	>=99	1256	S	58
Male	S	33443	98.5	33443	S	35.1
Female	S	31783	98.7	31783	S	46.6

Grade 06

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	63888	97.6	63888	S	43.8
American Indian or Alaska Native	S	163	>=95	163	S	40
Asian or Pacific Islander	S	4412	98.0	4412	S	72.4
Asian	S	4324	97.9	4324	S	73.0
Native Hawaiian or other Pacific Islander	S	88	>=95	88	S	44
Black or African American	S	21198	96.6	21198	S	30.5
Hispanic or Latino	S	13272	97.8	13272	S	29.0
White	S	21501	98.7	21501	S	59.3
Two or more races	S	3311	97.5	3311	S	50.1
Children with disabilities (IDEA)	S	8057	95.9	8057	S	9.6
English learners	S	6153	96.8	6153	S	5.2
Economically disadvantaged students	S	28777	96.8	28777	S	25.7
Children in foster care	S	110	>=95	110	S	20
Children who are homeless	S	848	92	848	S	13
Migratory students	S	3	S	3	S	S
Military connected students	S	1219	>=99	1219	S	62
Male	S	32656	97.5	32656	S	37.6
Female	S	31181	97.8	31181	S	50.2

Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	65397	97.1	65397	S	42.7
American Indian or Alaska Native	S	149	>=95	149	S	42
Asian or Pacific Islander	S	4517	98.7	4517	S	72.7
Asian	S	4423	98.7	4423	S	73.3
Native Hawaiian or other Pacific Islander	S	94	>=95	94	S	42
Black or African American	S	21785	95.5	21785	S	30.1
Hispanic or Latino	S	13659	97.0	13659	S	28.6
White	S	21910	98.3	21910	S	57.1
Two or more races	S	3348	97.7	3348	S	48.9
Children with disabilities (IDEA)	S	7938	94.8	7938	S	8.9
English learners	S	5026	94.7	5026	S	3.9
Economically disadvantaged students	S	28846	95.8	28846	S	25.4
Children in foster care	S	121	92	121	S	17
Children who are homeless	S	799	91	799	S	16
Migratory students	S	5	S	5	S	S
Military connected students	S	1178	>=99	1178	S	57
Male	S	33293	97.0	33293	S	34.9
Female	S	32055	97.2	32055	S	50.9

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	67337	96.5	67337	S	42.2
American Indian or Alaska Native	S	215	>=95	215	S	38
Asian or Pacific Islander	S	4727	98.4	4727	S	74.7
Asian	S	4631	98.5	4631	S	75.1
Native Hawaiian or other Pacific Islander	S	96	94	96	S	53
Black or African American	S	22784	95.4	22784	S	28.6
Hispanic or Latino	S	13414	95.7	13414	S	28.6
White	S	22887	97.9	22887	S	56.4
Two or more races	S	3270	96.1	3270	S	47.2
Children with disabilities (IDEA)	S	8088	93.9	8088	S	8.6
English learners	S	5190	93.4	5190	S	5.1
Economically disadvantaged students	S	28916	95.0	28916	S	24.5
Children in foster care	S	145	91	145	S	10
Children who are homeless	S	796	90	796	S	15
Migratory students	S	5	S	5	S	S
Military connected students	S	1216	98	1216	S	60
Male	S	34499	96.5	34499	S	34.9
Female	S	32757	96.7	32757	S	49.9

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	53352	93.3	53352	S	57.5
American Indian or Alaska Native	S	134	>=95	134	S	55
Asian or Pacific Islander	S	4395	96.3	4395	S	78.3
Asian	S	4299	96.3	4299	S	78.8
Native Hawaiian or other Pacific Islander	S	96	94	96	S	57
Black or African American	S	16482	89.7	16482	S	46.6
Hispanic or Latino	S	8646	90.1	8646	S	43.3
White	S	21330	97.0	21330	S	66.8
Two or more races	S	2340	95	2340	S	64
Children with disabilities (IDEA)	S	5753	90.5	5753	S	20.0
English learners	S	2552	82	2552	S	7
Economically disadvantaged students	S	18056	89.4	18056	S	41.9
Children in foster care	S	92	75	92	S	25
Children who are homeless	S	516	81	516	S	30
Migratory students	S	3	S	3	S	S
Military connected students	S	928	97	928	S	75
Male	S	26555	93.1	26555	S	53.2
Female	S	26760	93.5	26760	S	61.8

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.

Populated with SEA-LEVEL FS179/DG585 and FS189/DG590.

Grade 03

Grade 04

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	65446	98.3	65446	S	30.3
American Indian or Alaska Native	S	170	>=95	170	S	25
Asian or Pacific Islander	S	4571	98.1	4571	S	55.0
Asian	S	4491	98.1	4491	S	55.4
Native Hawaiian or other Pacific Islander	S	80	>=95	80	S	36
Black or African American	S	21355	97.5	21355	S	17.2
Hispanic or Latino	S	13876	98.5	13876	S	16.4
White	S	22071	99.1	22071	S	45.8
Two or more races	S	3389	98.6	3389	S	36.9
Children with disabilities (IDEA)	S	8343	97.6	8343	S	7.9
English learners	S	9289	98.2	9289	S	5.5
Economically disadvantaged students	S	29707	98.2	29707	S	14.2
Children in foster care	S	104	>=95	104	S	11
Children who are homeless	S	954	95	954	S	7
Migratory students	S	2	S	2	S	S
Military connected students	S	1260	>=99	1260	S	49
Male	S	33585	98.3	33585	S	30.5
Female	S	31847	98.4	31847	S	30.2

Grade 06

Grade 07

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	68083	97.0	68083	S	35.1
American Indian or Alaska Native	S	216	>=95	216	S	29
Asian or Pacific Islander	S	4750	98.5	4750	S	67.8
Asian	S	4651	98.5	4651	S	68.4
Native Hawaiian or other Pacific Islander	S	99	>=95	99	S	42
Black or African American	S	22968	96.1	22968	S	19.6
Hispanic or Latino	S	13906	96.8	13906	S	20.2
White	S	22926	98.0	22926	S	52.2
Two or more races	S	3298	96.9	3298	S	40.8
Children with disabilities (IDEA)	S	8208	95.0	8208	S	8.1
English learners	S	5697	95.7	5697	S	2.7
Economically disadvantaged students	S	29423	96.1	29423	S	17.4
Children in foster care	S	146	91	146	S	6
Children who are homeless	S	846	91	846	S	10
Migratory students	S	5	S	5	S	S
Military connected students	S	1215	98	1215	S	57
Male	S	34970	97.2	34970	S	34.1
Female	S	33042	96.9	33042	S	36.1

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	42781	89.9	42781	S	46.1
American Indian or Alaska Native	S	99	88	99	S	42
Asian or Pacific Islander	S	3890	95.2	3890	S	72.5
Asian	S	3819	95.4	3819	S	72.9
Native Hawaiian or other Pacific Islander	S	71	85	71	S	49
Black or African American	S	12175	83.6	12175	S	27.5
Hispanic or Latino	S	7391	84.4	7391	S	33.7
White	S	17251	96.2	17251	S	58.0
Two or more races	S	1956	93	1956	S	53
Children with disabilities (IDEA)	S	4940	88.6	4940	S	14.8
English learners	S	2319	80	2319	S	5
Economically disadvantaged students	S	14179	85.9	14179	S	28.6
Children in foster care	S	71	68	71	S	20
Children who are homeless	S	423	79	423	S	18
Migratory students	S	1	S	1	S	S
Military connected students	S	791	96	791	S	62
Male	S	21684	90.3	21684	S	45.8
Female	S	21067	89.6	21067	S	46.5

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.

Populated with SEA-LEVEL FS185/DG588.

Assessment Type	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Alternate Assessment Based on Alternate Achievement Standards	5206	9.9
Regular Assessment With Accommodations	41011	77.6
Regular Assessment Without Accommodations	6634	12.6
Total	52851	.

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

Populated with SEA-LEVEL FS185/DG588.

# Children with Disabilities (IDEA) 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
5206	439395	1.2

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

Question	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 SY2021-22?	Yes

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.

Populated with SEA-LEVEL FS188/DG589.

Assessment Type	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Alternate Assessment Based on Alternate Achievement Standards	5213	9.7
Recently arrived ELs, Took ELP	5	0
Regular Assessment With Accommodations	42867	79.8
Regular Assessment Without Accommodations	5608	10.4
Total	53693	.

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

Populated with SEA-LEVEL FS188/DG589.

# Children with Disabilities (IDEA) 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
5213	444549	1.2

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

Question	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 reading/language arts in SY2021-22?	Yes

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.

Populated with SEA-LEVEL FS189/DG590.

Assessment Type	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Alternate Assessment Based on Alternate Achievement Standards	2625	12.2
Regular Assessment With Accommodations	16011	74.5
Regular Assessment Without Accommodations	2855	13.3
Total	21491	.

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

Populated with SEA-LEVEL FS189/DG590.

# Children with Disabilities (IDEA) 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
2625	176310	1.5

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

Question	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 science in SY2021-22?	Yes

Data Quality Comment

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.

Populated with SEA-LEVEL FS188/DG589.

Recently Arrived ELs	#
Recently arrived ELs who took an assessment of ELP in lieu of the State's reading/language arts assessment	2080

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 trans-adapted assessments?	Language(s)
State offers the State mathematics content tests in the students' native language(s).	Yes	Yes	Spanish
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

Data Quality Comment

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.

Populated with SEA-LEVEL FS137/DG674 and FS139/DG676.

Student Group	# Tested	# Not Tested	# Making Progress	Percent Making Progress	# Attained Proficiency	Percent Attained Proficiency
All ELs	99029	4504	S	26.4	S	9.1

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.

Populated with SEA-LEVEL FS050/DG151 and FS138/DG675.

Student Group	# Tested	# Not Tested	# Making Progress	Percent Making Progress	# Attained Proficiency	Percent Attained Proficiency
ELs in LEAs receiving Title III, Part A funds	98910	4497	S	26.4	S	9.1
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	11612	711	S	16.4	S	3.8

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.

Populated with SEA-LEVEL FS211/DG865.

# ELs Exited	Percent ELs Exited
9009	8.7

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.

Populated with SEA-LEVEL FS210/DG864.

# ELs Not Proficient	Percent ELs Not Proficient
20881	76.7

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.

Populated with SEA-LEVEL FS126/DG668.

First year	Second year	Third year	Fourth year	Total
665	7135	6554	3788	18142

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.

Populated with SEA-LEVEL FS126/DG668.

Year Monitored	Former ELs Number Tested	Former ELs Percent Proficient	Former ELs Identified as Children with Disabilities Number Tested	Former ELs Identified as Children with Disabilities Percent Proficient
First year	656	20	48	<=10
Second year	7021	17.8	302	11
Third year	6417	22.1	246	7
Fourth year	3712	27.1	83	16

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.

Populated with SEA-LEVEL FS126/DG668.

Year Monitored	Former ELs Number Tested	Former ELs Percent Proficient	Former ELs Identified as Children with Disabilities Number Tested	Former ELs Identified as Children with Disabilities Percent Proficient
First year	660	39	48	15
Second year	7054	43.8	302	30
Third year	6446	49.4	245	21
Fourth year	3720	57.2	83	31

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.

Populated with SEA-LEVEL FS126/DG668.

Year Monitored	Former ELs Number Tested	Former ELs Percent Proficient	Former ELs Identified as Children with Disabilities Number Tested	Former ELs Identified as Children with Disabilities Percent Proficient
First year	229	21	7	<50
Second year	1649	24	43	28
Third year	2039	26	130	9
Fourth year	1987	35	58	24

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 SY2021-22, estimate what percentage of the funds your State used for the following (round to the nearest 10 percent).

Purpose	Percentage (Rounded to the Nearest 10 Percent)
To pay the costs of the development of the State assessments and standards required by Section 1111(b) of the ESEA	50
To administer assessments required by Section 1111(b) of the ESEA or to carry out other activities described in Section 1201 of the ESEA	50

1.2.6.1.2 Use 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 SY2021-22 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).

Purpose	Used for Purpose (Yes No)
Administering assessments required by Section 1111(b) of the ESEA	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.	Yes
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 ESEA.	No
Developing or improving assessments of ELs, including assessments of ELP as required under Section 1111(b)(2)(G) of the ESEA and academic assessments in languages other than English to meet the State's obligations under Section 1111(b)(2)(F) of the ESEA.	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.	Yes
At the discretion of the State, refining science assessments required under Section 1111(b)(2) of the ESEA 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 ESEA and other assessments not required under Section 1111(b)(2) of the ESEA.	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 ESEA, 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 ESEA.	Yes
Measuring student academic achievement using multiple measures of student academic achievement from multiple sources.	Yes
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 ESEA 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

Data Quality Comment

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 frequently asked questions (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.

Populated with SCH-LEVEL FS103/DG699 and FS203/DG839.

School Poverty Level	Total Teachers	Inexperienced Teachers	Percent Inexperienced Teachers
Total Schools	61236.46	10473.9	17.1

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.

Populated with SCH-LEVEL FS103/DG699 and FS203/DG839.

School Poverty Level	Total Teachers	Teachers Teaching with an Emergency or Provisional Credential	Percent Teachers Teaching with an Emergency or Provisional Credential
Total Schools	61236.46	3971.63	6.5

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.

Populated with SCH-LEVEL FS103/DG699 and FS203/DG839.

School Poverty Level	Total Teachers	Teachers Not Teaching in Field	Percent Teachers Not Teaching in Field
Total Schools	61236.46	6933.42	11.3

1.3.4 Poverty Quartile Breaks (Optional)

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.

High-Poverty Schools (More than what %)	Low-Poverty Schools (Less than what %)	Poverty Metric Used
.	.	

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.

Data Quality Comment
Maryland has elected not to answer this question because the State did not submit the associated data file (FS103: Poverty Quartile is a retired file specification for SY 2021-2022).

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.

Populated with SEA-LEVEL FS141/DG678.

Total ELs	#
Total English Learners in State	98566
English Learners with Disabilities	12193

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.

Populated with SEA-LEVEL FS116/DG648.

ELs Receiving Services	#
English Learners Served by LIEP	98528

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, for each type of LIEP implemented in the State, as defined under Section3201(7), as required by Sections 3121(a)(1) and 3122(b)(1) of the ESEA, please provide a comma-separated list of the language(s) of instruction used.

Populated with SEA-LEVEL FS116/DG849.

LIEP	#	Language of Instruction
Content Classes with integrated ESL support	12315	English
Dual Language or Two-way Immersion	821	Spanish
ESL or ELD	81388	English
Newcomer programs	.	
Other	3658	English
Transitional Bilingual Education or Early-Exit Bilingual Education	346	Spanish

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

Comments

Data Quality Comment
English is the only language of instruction used for the following two LIEP categories listed in the table above: English as Second language (ESL) or English Language Development (ELD) and Content Classes with Integrated ESL Support.

1.4.3 Most Common Languages Spoken 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.

Populated with SEA-LEVEL FS141/DG678.

Language	# ELs
Spanish; Castilian	71288
English	13242
French	1209
Arabic	1107
Urdu	933

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.

Populated with SEA-LEVEL FS067/DG422.

Number of teachers serving in LIEPs 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*
2126	1854	973

*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.

Data Quality Comment

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.

Activities of LEAs	Number of LEAs
Supporting the development and implementation of LIEPs	21
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	21
Supporting implementation of school wide programs	21
Professional development to teachers and other personnel serving ELs	21
Parent and community engagement activities	21
Supporting the development and implementation of pre-school programs	6
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	6
Improving instruction of ELs with disabilities	7
Providing tutorials, career and technical education	5
Offering programs to help ELs achieve success in post-secondary education	3
Other	.

If State reports a nonzero count of LEAs under 'Other' please describe the activities that were conducted during SY2021-22 in the comment box below.

Comment

Data Quality Comment

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.

Activities	Check all that apply
Identifying and implementing effective LIEPs and curricula for teaching English learners	X
Helping ELs meet the same challenging State academic standards that all children are expected to meet	X
Identifying or developing, and implementing, measures of English proficiency	X
Strengthening and increasing parent, family, and community engagement in programs that serve ELs	X
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	X
Other	

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.

Comments

Data Quality Comment

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.

Populated with SEA-LEVEL FS045/DG519.

# Immigrant Students Enrolled	# Immigrant Students in LEAs Receiving Funds under Section 3114(d)	Number of 3114(d)(1) Subgrants
36562	6164	7

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.

Comments

Data Quality Comment

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 SY2021-22 funds July 1, 2021, and then made these funds available to subgrantees on August 1, 2021, for SY 2021-22 programs. Then the '# of days/$$ Distribution' is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# Days $$ Distribution
7/1/2021	8/5/2021	35

Data Quality Comment

Table 1.4.8.1 Definitions:

1. Date State Received Allocation: Date the State receives the Title III allocation from ED.
2. Date Funds Available to Subgrantees: Date that Title III funds are available to approved subgrantees.
3. # 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.

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.

Comments
The Maryland State Department of Education (MSDE) aims to distribute Title III funds to subgrantees within 30 days of receipt of the State's allocation. For SY2021-22, the MSDE did not succeed in distributing funds to subgrantees within the target time frame due to people responsible for signing the documents were on vacation, therefore we were 5 days late in making the funds available.

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.

Were any Title III language instruction educational programs or activities terminated for failure to reach program goals?
No

Data Quality Comment

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.

Populated with SCH-LEVEL FS130/DG36; Note a table will only appear if the State reported at least one school as persistently dangerous.

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.

Populated with LEA-LEVEL FS170/DG754.

LEAs	#	# LEAs Reporting Data
LEAs with subgrants	16	16
LEAs without subgrants	9	9

Data Quality Comment

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.

Populated with SEA-LEVEL FS118/DG655.

Grade Level	Number of Homeless Enrolled Students
Ungraded	0
Age 3 through 5 (not Kindergarten)	673
Kindergarten	1220
Grade 1	1259
Grade 2	1258
Grade 3	1276
Grade 4	1228
Grade 5	1219
Grade 6	1178
Grade 7	1143
Grade 8	1149
Grade 9	2043
Grade 10	1010
Grade 11	829
Grade 12	1044
Total	16529

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 s/he was identified as homeless. The totals will be automatically calculated.

Populated with SEA-LEVEL FS118/DG655.

Primary Nighttime Residence Type	Number of Homeless Enrolled Students Who Are Unaccompanied Homeless Youth	Number of Homeless Enrolled Students
Shelters and transitional housing	58	1625
Doubled-up (e.g., living with another family)	2178	12840
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	7	191
Hotels/Motels	47	1873
Total	2290	16529

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.

Populated with SEA-LEVEL FS118/DG655.

Subgroup	Number of Homeless Enrolled Students
Children with one or more disabilities (IDEA)	2683
English learners	3647
Unaccompanied youth	2290
Migratory students	55

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.

Populated with SEA-LEVEL FS194/DG818.

Age Level	Number of Young Homeless Children Served
Age Birth through 2	66
Age 3 through 5 (not Kindergarten)	417

1.6.3 ARP-Homeless I Subgrants

Question	Number of LEAs
How many LEAs received subgrants with ARP-Homeless I funds including those participating in consortia?	19

Data Quality Comment

1.6.4 ARP-Homeless II Subgrants

Question	Number of LEAs
How many LEAs received subgrants with ARP-Homeless II funds including those participating in consortia?	20

Data Quality Comment

1.6.5 Subgrantees Awarded Funds through ARP-Homeless I and II

Please list the NCES LEA ID and name of each LEA that received ARP-Homeless funds and the amount each received. For consortia, list all the LEAs participating in them and assign the total ARP Homeless I or II award amount to the lead LEA. This information will be collected from SEAs outside the CSPR collection tool.

Data are published outside the report.

Data Quality Comment
Maryland has emailed the completed excel file with the LEAs that received ARP-Homeless funds as instructed

1.7 EDUCATION OF MIGRATORY CHILDREN

This section collects data on the Migrant Education Program (MEP) (Title I, Part C) for the performance period of September 1, 2021 through August 31, 2022. This section is composed of the following subsections:
-Population data of eligible migratory children
-Academic data of eligible migratory students
-Data of migratory children served during the performance period
-School data
-Project data
-Personnel data

Report a child in the age/grade category in which the child spent the majority of their time while residing in the State during the performance period.

There are two exceptions to this rule:
1. A child who turns 3 during the performance period is reported as 'Age 3 through 5 (not Kindergarten)' only if the child's residency in the state was verified after the child turned three.
2. A child who turns 22 years of age during the performance is reported at the appropriate age/grade category for the performance period.

1.7.1 Migratory Child Counts

This section collects the Title I, Part C, MEP child counts which States are required to provide and may be used to determine the annual State allocations under Title I, Part C. The child counts should reflect the performance period of September 1, 2021 through August 31, 2022. This section also collects a report on the procedures used by States to produce true, reliable, and valid child counts.

To provide the child counts, each State Education Agency (SEA) should have implemented sufficient procedures and internal controls to ensure that it is counting only those children who are eligible for the MEP. Such procedures are important to protecting the integrity of the State's MEP because they permit the early discovery and correction of eligibility problems and thus help to ensure that only eligible migratory children are counted for funding purposes and are served. If an SEA has reservations about the accuracy of its child counts, it must disclose known data limitations to the Department, and explain how and when it will resolve data quality issues through corrective actions in the box below, which precedes Section 1.7.1.1 Category 1 Child Count.

Note: In submitting this information, the Authorizing State Official must certify that, to the best of his/her knowledge, the State has taken action to ensure that the child counts and information contained in the report are true, reliable, and valid and that any false statement provided is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.

FAQs on Child Count:
a. How is 'out-of-school' defined? Out-of-school means children up through age 21 who are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This term could include students who have dropped out of school, youth who are working on a high school equivalency diploma (HSED) outside of a K-12 institution, and youth who are 'here-to-work' only. It would not include children in preschool, nor does it include temporary absences (e.g., summer/intersession, suspension or illness). Enrollment in school is not a condition affecting eligibility for the MEP. Therefore, out-of-school youth who meet the definition of a 'migratory child' are eligible for the MEP.
b. How is 'ungraded' defined? Ungraded means the children are served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded or ungraded groupings for children with learning disabilities (IDEA). In some cases, ungraded students may also include special education children (IDEA), transitional bilingual students, students working on a HSED through a K-12 institution, or those in a correctional setting. (Do not count students working on a HSED outside of a K-12 institution as ungraded; these students are counted as out-of-school youth.)
c. How is reporting 'a child in the age/grade category in which s/he spent the majority of his/her time while residing in the State' defined? A State must report a child in only one age/grade category in which the child spent the majority of his/her time while residing in the State. For example, a migratory child resided in State A for three months and in State B for nine months in SY2021-22. While in State A, the child enrolled in ninth grade for two months and in tenth grade for one month. Therefore, State A will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State A. In State B, the child enrolled in eighth grade for one month and in ninth grade for eight months. Therefore, State B will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State B.

In the space below, discuss any concerns about the accuracy of the reported child counts or the underlying eligibility determinations on which the counts are based and how and when these concerns will be resolved.

Comments
There were challenges with data reporting due to transitioning to new positions and vacant positions at both the LEA MEP Office and the MSDE MEP Office.

1.7.1.1 Category 1 Child Count (Eligible Migratory Children)

In the table below, enter the unduplicated statewide number by age/grade of eligible migratory children age 3 through 21 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2021 through August 31, 2022. This figure includes all eligible migratory children who may or may not have received MEP services. Count a child who moved from one age/grade level to another during the performance period only once in the age/grade category in which s/he spent the majority of his/her time while residing in the State, during the performance period. The unduplicated statewide total count is calculated automatically.

Do not include children age birth through 2 years.

Populated with data from MSIX.

Age Grade	Eligible Migratory Children
Age 3 through 5 (not Kindergarten)	20
Kindergarten	12
Grade 1	8
Grade 2	9
Grade 3	13
Grade 4	15
Grade 5	6
Grade 6	9
Grade 7	9
Grade 8	6
Grade 9	8
Grade 10	8
Grade 11	3
Grade 12	3
Out of School	32
Total	161

1.7.1.2 Category 1 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 1 greater than 10 percent.

Comments
N/A

1.7.1.3 Birth through Two Child Count

In the table below, enter the unduplicated statewide number of eligible migratory children from birth through age 2 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2021 through August 31, 2022.

Populated with data from MSIX.

Age Grade	Eligible Migratory Children
Age Birth through 2	13

1.7.2 Category 2 Child Count (Eligible Migratory Children Served by the MEP During the Summer/ Intersession Term)

In the table below, enter by age/grade the unduplicated statewide number of eligible migratory children age 3 through 21 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the performance period of September 1, 2021 through August 31, 2022. Count a child who moved from one age/grade level to another during the performance period only once in the age/grade category in which s/he spent the majority of his/her time while residing in the State, during the performance period. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once. The unduplicated statewide total count is calculated automatically.

Do not include:
-Children age birth through 2 years
-Children who received only referred services (non-MEP funded).

Populated with data from MSIX.

Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
Age 3 through 5 (not Kindergarten)	5
Kindergarten	3
Grade 1	2
Grade 2	2
Grade 3	5
Grade 4	7
Grade 5	2
Grade 6	4
Grade 7	1
Grade 8	2
Grade 9	4
Grade 10	2
Grade 11	1
Out of School	2
Total	42

1.7.2.1 Category 2 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 2 greater than 10 percent.

Comments
Decreases in the number of students enrolled were evident. Although recruiting efforts were good with having students signed up in advance, a number of students did not show up to the program or dropped out due to wanting to work with their parents.

1.7.2.2 Birth through Two Eligible Migratory Children Served by the MEP During the Summer/Intersession Term

In the table below, enter the unduplicated statewide number of eligible migratory children from age birth through 2 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the performance period of September 1, 2021 through August 31, 2022. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once.

Do not include:
-Children who received only referred services (non-MEP funded).

Populated with data from MSIX.

Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
Age Birth through 2	6

1.7.3 Child Count Calculation and Validation Procedures

The following questions request information on the State's MEP child count calculation and validation procedures.

1.7.3.1 Methods Used to Count Children

In the space below, please describe the procedures and processes at the State level used to ensure all eligible children, ages 3-21 are reported. In particular, describe how the State includes and counts only:

-The unduplicated count of eligible migratory children, ages 3-21. Only include children two years of age whose residency in the state has been verified after turning three.
-Children who met the program eligibility criteria (e.g., were within 3 years of a qualifying move, engaged or had parents engage in migratory agricultural or fishing work, and were entitled to a free public education through grade 12 in the State, or preschool children below the age and grade level at which the agency provides free public education). Children who were resident in your State for at least 1 day during the performance period (September 1 through August 31).
-Children who graduated from high school or attained a High School Equivalency Diploma (HSED) during the performance period and ensures that these children are not counted in the subsequent performance period's child count.
-Children who in the case of Category 2 were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods.
-Children once per age/grade level for each child count category.
-Children who had an SEA approved Certificate of Eligibility (COE) and were entered in the State's migratory student database.

Comments

Maryland operates one central database. All COEs are processed at the State Migrant Service Center. All data (enrollments, withdrawals, supplemental programs, needs assessment) submitted to the MEP Center are entered and maintained in one system (MIS2000). Only trained migrant recruiters can complete COEs.   The State Data Specialist is responsible for providing a list of currently enrolled students to recruiters so they can verify that the students are still residing in the area. The recruiters visit families and report the information back to the State Data Specialist, who will then enter a new student history line into the database with the updated information. If the student has left the area, then no new entry is made for that student. This position is currently vacant.   Student enrollments are evaluated annually. Students are not counted automatically from one year to the next. A recruiter is required to visit the family at least once a year to determine eligibility.   A summer enrollment flag is attached to students who receive direct services. Students who do not participate in a summer program are residency-enrolled.   The State Migrant Service Center generates a student list reporting any summer enrollment flags not having supplemental service reported. The student missing supplemental service is checked against the summer sites attendance rosters and supplemental input form. Student records with missing input information are updated. Students that did not receive services have the summer flag removed and are counted in Category 1.   The following MIS 2000 logic is used to produce Maryland's Count: Select distinct count (distinct schlhist.studentseq) from ":MIS2000:student" student0.   For a given student there can be (and most likely will be) multiple school enrollments. In many cases, several of the student's enrollments will fall within the twelve-month reporting period. The word "distinct" as used in context of the above sentence, will count only one of several possible matches based on the criteria outlined below: MIS2000: student refers to that part of the database containing "one time" information on students such as name, address, etc.   ,": MIS2000:schlhist" schlhist0.   MIS2000: schlhist refers to that part of the database containing multiple occurrences of school- related information (school history lines) associated with a particular student record. This includes the School ID, enrollment date, withdrawal date, etc.   Where student0.StudentSeq=schlhist0.StudentSeq.   This statement is linking, for example, Juan Garcia's student record with his related school history records.   The !StartDate and !EndDate fields referenced below contain the beginning and ending dates of the performance report period. These dates are September 1st of a given year and August 31st of the following year.   The following statements check certain dates to ensure that at least one of them is within the twelve-month report period therefore establishing that the child was there for one or more days.   And ((schlhist0.FundingDate>=!StartDate and schlhist0.Funding Date <=!EndDate).   Determines if Funding Date is within the period or (schlhist0.WithdrawDate>=!StartDate and schlhist0.WithdrawDate<=!EndDate).   Determines if Withdraw Date is within the period or (schlhist0.LQMDate>=!StartDate and schlhist0.LQMDate <=!EndDate).   Determines if LQM Date is within the period or (schlhist0.ResDate>=!StartDate and schlhist0.ResDate <=!EndDate)).   Determines if Residence Date is within the period.   In addition to satisfying one of the above date criteria, the following statements must all be true before the student is counted: And (schlhist0.LQM3Date>=!StartDate).   LQM3Date is the last qualifying move date plus three years. This date is compared with the report period start date and must be equal to or greater than to ensure that the student had at least one day of eligibility remaining during the report period.   And (student0.ThirdBDay<=!EndDate). The ThirdBDay field is the date the student will be three years old and is compared with the end of the report period to ensure that the child turned three before the end of the period.   And (student0.TwentySecondBDay>=!StartDate). The TwentySecondBDay field is the date the student will turn 22 years old and is compared with the start of the report period to ensure that the student was still eligible.   There is a filter on this report for "Type=S." Maryland gives summer students with migrant-funded supplemental programs an SH type of "S." The "Type=S" filter is added to the above logic to generate the Category 2 count. In addition, the enrollment type field must contain an "S" for the student to be counted as a summer school enrollment.   Note: MIS2000 logic assures that a student is only counted one time even if they have multiple enrollments (different schools, summer, fall and spring etc.). Duplicate enrollment (same child different last name -- i.e. Juan Garcia vs. Juan Garcia-Alverez) is checked at the time of enrollment as described in 1.10.3.2.   Definitions: LQM3Date is the date on which the student's End of Eligibility (EOE) is reached.   Start Date and End Date allow the user to enter variable dates at runtime. Maryland uses a start date of September 1st and an end date of August 31st of the funding year on this Category 1 count report.   Student Seq is a number that MIS 2000 assigns to each student in the database to uniquely identify each student.   The State ensures that the system that transmits migrant data to the Department accurately accounts for all the migratory children in every EDFacts data file through the following process. 1) EDEN file data is collected and prepared using MIS2000; 2) The Migrant Data Specialist works with MIS2000 to run the data required specifications for EDEN files; 3) Status reports, LEA attendance records, student input data, supplemental program data to account for all students and all services reported are reviewed; 4) The results are reviewed with the MEP Director, and once the report is verified it is uploaded to a secured site at the Maryland State Department of Education (MSDE). 5) The Research and Evaluation Coordinator for the MSDE's Division of Curriculum, Instructional Improvement, and Professional Learning will review and validate the data submitted by going through the CSPR, and will contact the Migrant Director if there are any questions related to the files submitted. 6) The Research and Evaluation Coordinator then converts the data into the EdFacts format and submits it to the MSDE EdFacts Coordinator at MSDE to transmit to the Department.

Does the State ensure that the system that transmits migrant data to the Department accurately accounts for all the migratory children in every EDFacts data file? Please respond in the table below.

The State deployed a process that ensured that it transmits accurate migrant data to the Department in every required EDFacts data file.
Yes

Does the State use data in the Migrant Student Information Exchange (MSIX) to verify the quality of migrant data?
No

If MSIX is utilized, please explain how.

Comments

Data Quality Comments
Reconciliation is done monthly if not more frequently to ensure alignment between the MIS2000 database and MSIX database.

1.7.3.2 Quality Control Processes

In the space below, describe the results of any re-interview processes used by the SEA during the performance period to test the accuracy of the State's MEP eligibility determinations.

Results	#
The number of eligibility determinations sampled.	0
The number of eligibility determinations sampled for which a re-interview was completed.	0
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	0

What was the most recent year that the MEP conducted independent prospective re-interviews (i.e., interviewers were neither SEA or LEA staff members responsible for administering or operating the MEP, nor any other persons who worked on the initial eligibility determinations being tested)? If independent prospective re-interviews were not administered in any of the three performance periods, please provide an explanation in the Comment row at the end of this table.

Comments
With the transition of a New MSDE MEP Coordinator and Data Specialist vacancy it was difficult to retain independent re-interviewers for the SY 2021-22. Capacity building with MEP staff was the focus. As vacancies are filled, this process will be completed in the upcoming season

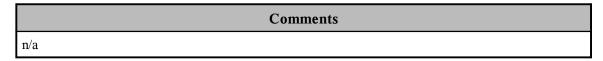**FAQ on independent prospective re-interviews:**

a. What are independent prospective re-interviews? Independent prospective re-interviews allow confirmation of your State's eligibility determinations and the accuracy of the numbers of migratory children in your State reports. Independent prospective interviews should be conducted at least once every three years by an independent interviewer, performed on the current year's identified migratory children.

Obtaining Data from Families	Response
How were the re-interviews conducted	
Was there a protocol for verifying all information used in making the original eligibility determination?	No
Were re-interviewers independent from the original interviewers?	No

If you did conduct independent re-interviews in this reporting period, describe how you ensured that the process was independent. Only enter a response if your State completed independent re-interviews in SY2021-22.

Comments
n/a

In the space below, refer to the results of any re-interview processes used by the SEA, and if any of the migratory children were found ineligible, describe those corrective actions or improvements that will be made by the SEA to improve the accuracy of its MEP eligibility determinations.

Comments
n/a

In the space below, please respond to the following question:

Does the state collect all the required data elements and data sections on the National Certificate of Eligibility (COE)?
Yes

Data Quality Comments

1.7.4 Eligible Migratory Children

1.7.4.1 Priority for Services

In the table below, provide the unduplicated number of eligible migratory children who have been classified as having 'Priority for Services'. The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634.

Age Grade	Priority for Services During the Performance Period
Age 3 through 5 (not Kindergarte	0
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Out of School	0
Ungraded	0
Total	0

FAQ on priority for services:
Who is classified as having 'priority for service'? Migratory children who have made a qualifying move within the previous 1-year period and who 1) are failing, or most at risk of failing to meet challenging State academic standards, or 2) have dropped out of school.

1.7.4.2 English Learners (ELs)

In the table below, provide the unduplicated number of eligible migratory children who are also ELs. The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634.

Age Grade	ELs During the Performance Period
Age 3 through 5 (not Kindergarte	12
Kindergarten	1
Grade 1	2
Grade 2	.
Grade 3	5
Grade 4	4
Grade 5	2
Grade 6	2
Grade 7	2
Grade 8	3
Grade 9	5
Grade 10	1
Grade 11	.
Grade 12	3
Out of School	31
Ungraded	.
Total	73

1.7.4.3 Children with Disabilities (IDEA)

In the table below, provide the unduplicated number of eligible migratory children who are also children with disabilities (IDEA) under Part B or Part C of the IDEA. The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634.

Age Grade	Children with Disabilities (IDEA) During the Performance Period
Age Birth through 2	.
Age 3 through 5 (not Kindergarte	.
Kindergarten	.
Grade 1	.
Grade 2	.
Grade 3	1
Grade 4	.
Grade 5	.
Grade 6	1
Grade 7	.
Grade 8	.
Grade 9	.
Grade 10	.
Grade 11	.
Grade 12	.
Out of School	.
Ungraded	.
Total	2

1.7.4.4 Qualifying Arrival Date (QAD)

In the table below, provide the unduplicated number of eligible migratory children whose QAD occurred within 12 months from the last day of the performance period, August 31, 2022 (i.e., QAD during the performance period). The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634.

Age Grade	QAD During the Performance Period
Age Birth through 2	13
Age 3 through 5 (not Kindergarte	11
Kindergarten	3
Grade 1	2
Grade 2	2
Grade 3	5
Grade 4	7
Grade 5	3
Grade 6	6
Grade 7	4
Grade 8	3
Grade 9	2
Grade 10	5
Grade 11	1
Grade 12	3
Out of School	31
Ungraded	.
Total	101

1.7.5 Academic Status

The following questions collect data about the academic status of eligible migratory students.

1.7.5.1 Dropouts

In the table below, provide the unduplicated number of eligible migratory students who dropped out of school. The total is calculated automatically.
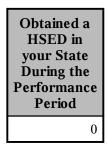
Populated with SEA-LEVEL FS032/DG326.

Grade	Dropouts During the Performance Period
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	1
Grade 11	0
Grade 12	0
Total	1

FAQ on Dropouts:
How is 'dropouts' defined? The term used for students, who, (1) were enrolled in a school for at least one day during the 2021-22 performance period, (2) were not enrolled at the beginning of the current (2021-22) performance period, (3) who have not graduated from high school or completed a State- or district-approved educational program, and (4) who do not meet any of the following exclusionary conditions: (a) transfer to another school district, private school or State- or district-approved educational program (including correctional or health facility programs), (b) temporary absence due to suspension or school-excused illness or (c) death. Students who dropped out-of-school prior to the 2021-22 performance period should not be reported in this item.

1.7.5.2 HSED (High School Equivalency Diploma)

In the table below, provide the total unduplicated number of eligible migratory students who obtained a High School Equivalency Diploma (HSED) by passing a high school equivalency test that your state accepts (e.g. GED, HiSET, TASC).

Obtained a HSED in your State During the Performance Period
0

<table>
<tr><td>**Data Quality Comments**</td></tr>
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1.7.6 MEP Services - During the Performance Period

The following questions collect data about MEP services provided to migratory children during the performance period.

FAQ on Services:
What are services? Services are a subset of all allowable activities that the MEP can provide through its programs and projects. 'Services' are those educational or educationally related activities that: (1) directly benefit a migratory child; (2) address a need of a migratory child consistent with the SEA's comprehensive needs assessment and service delivery plan; (3) are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and (4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State's performance targets/annual measurable objectives. Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are not considered services. Other examples of an allowable activity that would not be considered a service would be the one-time act of providing instructional packets to a child or family, and handing out leaflets to migratory families on available reading programs as part of an effort to increase the reading skills of migratory children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

In the table below, provide the unduplicated number of eligible migratory children who received MEP-funded instructional or support services at any time during the performance period. Do not count the number of times an individual child received a service intervention. The total number of students served is calculated automatically.

Populated with SEA-LEVEL FS054/DG102.

Age Grade	Served During the Performance Period
Age Birth through 2	.
Age 3 through 5 (not Kindergarte	.
Kindergarten	.
Grade 1	.
Grade 2	.
Grade 3	.
Grade 4	.
Grade 5	.
Grade 6	.
Grade 7	.
Grade 8	.
Grade 9	.
Grade 10	.
Grade 11	.
Grade 12	.
Ungraded	.
Out of School	.
Total	0

1.7.6.1 Priority for Services During the Performance Period

In the table below, provide the unduplicated number of eligible migratory children who have been classified as having 'priority for services' and who received MEP-funded instructional or support services during the performance period. The total is calculated automatically.

Populated with SEA-LEVEL FS054/DG102.

Age Grade	Priority for Services During the Performance Period
Age 3 through 5 (not Kindergarte	.
Kindergarten	.
Grade 1	.
Grade 2	.
Grade 3	.
Grade 4	.
Grade 5	.
Grade 6	.
Grade 7	.
Grade 8	.
Grade 9	.
Grade 10	.
Grade 11	.
Grade 12	.
Ungraded	.
Out of School	.
Total	0

1.7.6.2 Continuation of Services During the Performance Period

In the table below, provide the unduplicated number of migratory children who received MEP-funded instructional or support services during the performance period under the continuation of services authority Section 1304(e)(2-3). Do not include children served under Section 1304(e)(1), which are children whose eligibility expired during the school term. The total is calculated automatically.

Populated with SEA-LEVEL FS054/DG102.

Age Grade	Continuation of Services During the Performance Period
Age 3 through 5 (not Kindergarte	0
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	.
Ungraded	.
Out of School	.
Total	0

FAQ on Continuation of Services:
What is Continuation of Services? The 'continuation of services' provision found in Section 1304(e) of the ESEA provides that: (1) a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term; (2) a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and (3) secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

1.7.6.3 Instructional Service – During the Performance Period

In the table below, provide the unduplicated number of eligible migratory children who received any type of MEP-funded instructional service during the performance period. Include children who received instructional services provided by either a teacher or a paraprofessional. Children should be reported only once regardless of the frequency with which they received a service intervention. The total is calculated automatically.

Populated with SEA-LEVEL FS145/DG684.

Age Grade	Instructional Service During the Performance Period
Age Birth through 2	.
Age 3 through 5 (not Kindergarte	.
Kindergarten	.
Grade 1	.
Grade 2	.
Grade 3	.
Grade 4	.
Grade 5	.
Grade 6	.
Grade 7	.
Grade 8	.
Grade 9	.
Grade 10	.
Grade 11	.
Grade 12	.
Ungraded	.
Out of School	.
Total	0

1.7.6.4 Type of Instructional Service – During the Performance Period

In the table below, provide the number of eligible migratory children reported in the table above who received MEP-funded reading instruction, mathematics instruction, or high school credit accrual during the performance period. Include children who received such instructional services provided by a teacher only. Children may be reported as having received more than one type of instructional service in the table. However, children should be reported only once within each type of instructional service that they received regardless of the frequency with which they received the instructional service. The totals are calculated automatically.

Populated with SEA-LEVEL FS145/DG684.

Age Grade	Reading Instruction During the Performance Period	Mathematics Instruction During the Performance Period	High School Credit Accrual During the Performance Period
Age Birth through 2	.	.	.
Age 3 through 5 (not Kindergarte	.	.	.
Kindergarten	.	.	.
Grade 1	.	.	.
Grade 2	.	.	.
Grade 3	.	.	.
Grade 4	.	.	.
Grade 5	.	.	.
Grade 6	.	.	.
Grade 7	.	.	.
Grade 8	.	.	.
Grade 9	.	.	.
Grade 10	.	.	.
Grade 11	.	.	.
Grade 12	.	.	.
Ungraded	.	.	.
Out of School	.	.	.
Total	0	0	.

FAQ on Types of Instructional Services:
What is 'high school credit accrual'? MEP-funded instruction, funded in whole or in part by MEP funds, in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. High school credit accrual includes correspondence courses taken by a student under the supervision of a teacher. High school credit accrual may include the age/grade categories of Grade 8 through Grade 12. NOTE: Children receiving a MEP-funded high school credit accrual service should be reported only once, regardless of frequency.

1.7.6.5 Support Services with Breakout for Counseling Services – During the Performance Period

In the table below, in the column titled Support Services, provide the unduplicated number of eligible migratory children who received any MEP-funded support service during the performance period. In the column titled Breakout of Counseling Services During the Performance Period, provide the unduplicated number of eligible migratory children who received a counseling service during the performance period. Children should be reported only once in each column regardless of the frequency with which they received a support service intervention. The totals are calculated automatically.

Populated with SEA-LEVEL FS145/DG684.

Age Grade	Support Services During the Performance Period	Breakout of Counseling Services During the Performance Period
Age Birth through 2	.	.
Age 3 through 5 (not Kindergarte	.	.
Kindergarten	.	.
Grade 1	.	.
Grade 2	.	.
Grade 3	.	.
Grade 4	.	.
Grade 5	.	.
Grade 6	.	.
Grade 7	.	.
Grade 8	.	.
Grade 9	.	.
Grade 10	.	.
Grade 11	.	.
Grade 12	.	.
Ungraded	.	.
Out of School	.	.
Total	0	.

FAQs on Support Services:
a. What are support services? These MEP-funded educationally-related services are provided to students. These services include, but are not limited to, health, nutrition, counseling, and social services for migratory children; necessary educational supplies, and transportation. Activities related to identification and recruitment, parental involvement, professional development, program evaluation, and the one-time act of providing instructional or informational packets to a child or family does not constitute a support service.

b. What are counseling services? Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, or between students and students in MEP peer-to-peer counseling activities, or between students and MEP-funded staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy. NOTE: Children who receive a MEP-funded counseling service should be reported only once, regardless of frequency.

1.7.7 School Data during the Regular School Year

The following questions are about the enrollment of eligible migratory children in schools during the regular school year.

1.7.7.1 Schools and Enrollment – During the Regular School Year

In the table below, provide the number of public schools that enrolled eligible migratory children at any time during the regular school year. Schools include public schools that serve school age (e.g., grades K through 12) children. Also, provide the number of eligible migratory children who were enrolled in those schools. Since more than one school in a State may enroll the same migratory child at some time during the regular school year, the number of children may include duplicates.

Populated with SCH-LEVEL FS165/DG110.

Number of schools that enrolled eligible migratory children	Number of eligible migratory children enrolled in those schools
22	69

1.7.7.2 Schools Where MEP Funds Were Consolidated in SWPs – During the Regular School Year

In the table below, provide the number of schools where MEP funds were consolidated in an SWP. Also, provide the number of eligible migratory children who were enrolled in those schools at any time during the regular school year. Since more than one school in a State may enroll the same migratory child at some time during the regular school year, the number of children may include duplicates.

Populated with SCH-LEVEL FS165/DG110 and FS165/DG514.

STATE CERTIFICATION

Did the State certify this report?
YES

Date the State certified
4/5/2023 9:41:29 AM