

CONSOLIDATED STATE PERFORMANCE REPORT: Parts I and II

**for
STATE FORMULA GRANT PROGRAMS
under the
ELEMENTARY AND SECONDARY EDUCATION ACT
As amended by the
No Child Left Behind Act of 2001**

For reporting on
School Year 2010-11



**PART I DUE FRIDAY, DECEMBER 16, 2011
PART II DUE FRIDAY, FEBRUARY 17, 2012**

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

INTRODUCTION

Sections 9302 and 9303 of the *Elementary and Secondary Education Act (ESEA)*, as amended by the *No Child Left Behind Act of 2001 (NCLB)* provide to States the option of applying for and reporting on multiple *ESEA* programs through a single consolidated application and report. Although a central, practical purpose of the Consolidated State Application and Report is to reduce "red tape" and burden on States, the Consolidated State Application and Report are also intended to have the important purpose of encouraging the integration of State, local, and *ESEA* programs in comprehensive planning and service delivery and enhancing the likelihood that the State will coordinate planning and service delivery across multiple State and local programs. The combined goal of all educational agencies—State, local, and Federal—is a more coherent, well-integrated educational plan that will result in improved teaching and learning. The Consolidated State Application and Report includes the following *ESEA* programs:

- Title I, Part A – *Improving Basic Programs Operated by Local Educational Agencies*
- Title I, Part B, Subpart 3 – *William F. Goodling Even Start Family Literacy Programs*
- Title I, Part C – *Education of Migratory Children* (Includes the Migrant Child Count)
- Title I, Part D – *Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk*
- Title II, Part A – *Improving Teacher Quality State Grants (Teacher and Principal Training and Recruiting Fund)*
- Title III, Part A – *English Language Acquisition, Language Enhancement, and Academic Achievement Act*
- Title IV, Part A, Subpart 1 – *Safe and Drug-Free Schools and Communities State Grants*
- Title IV, Part A, Subpart 2 – *Safe and Drug-Free Schools and Communities National Activities (Community Service Grant Program)*
- Title V, Part A – *Innovative Programs*
- Title VI, Section 6111 – *Grants for State Assessments and Related Activities*
- Title VI, Part B – *Rural Education Achievement Program*
- Title X, Part C – *Education for Homeless Children and Youths*

The *NCLB* Consolidated State Performance Report (CSPR) for school year (SY) 2010-11 consists of two Parts, Part I and Part II.

PART I

Part I of the CSPR requests information related to the five *ESEA* Goals, established in the June 2002 Consolidated State Application, and information required for the Annual State Report to the Secretary, as described in Section 1111(h)(4) of the *ESEA*. The five *ESEA* Goals established in the June 2002 Consolidated State Application are:

- **Performance Goal 1:** By SY 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Performance Goal 3:** By SY 2005-06, all students will be taught by highly qualified teachers.
- **Performance Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- **Performance Goal 5:** All students will graduate from high school.

Beginning with the CSPR SY 2005-06 collection, the Education of Homeless Children and Youths was added. The Migrant Child count was added for the SY 2006-07 collection.

PART II

Part II of the CSPR consists of information related to State activities and outcomes of specific *ESEA* programs. While the information requested varies from program to program, the specific information requested for this report meets the following criteria:

1. The information is needed for Department program performance plans or for other program needs.
2. The information is not available from another source, including program evaluations pending full implementation of required ED Facts submission.
3. The information will provide valid evidence of program outcomes or results.

GENERAL INSTRUCTIONS AND TIMELINES

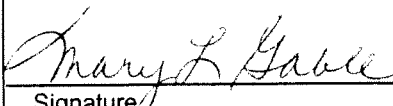
All States that received funding on the basis of the Consolidated State Application for the SY 2010-11 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **Friday, December 16, 2011**. Part II of the Report is due to the Department by **Friday, February 17, 2012**. Both Part I and Part II should reflect data from the SY 2010-11, unless otherwise noted.

The format states will use to submit the Consolidated State Performance Report has changed to an online submission starting with SY 2004-05. This online submission system is being developed through the Education Data Exchange Network (EDEN) and will make the submission process less burdensome. Please see the following section on transmittal instructions for more information on how to submit this year's Consolidated State Performance Report.

TRANSMITTAL INSTRUCTIONS

The Consolidated State Performance Report (CSPR) data will be collected online from the SEAs, using the EDEN web site. The EDEN web site will be modified to include a separate area (sub-domain) for CSPR data entry. This area will utilize EDEN formatting to the extent possible and the data will be entered in the order of the current CSPR forms. The data entry screens will include or provide access to all instructions and notes on the current CSPR forms; additionally, an effort will be made to design the screens to balance efficient data collection and reduction of visual clutter.

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "SY 2010-11 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the SY 2010-11 CSPR will be found on the main CSPR page of the EDEN web site (<https://EDEN.ED.GOV/EDENPortal/>).

		OMB Number: 1810-0614
		Expiration Date: 11/30/2013
<p>Consolidated State Performance Report For State Formula Grant Programs under the Elementary And Secondary Education Act as amended by the No Child Left Behind Act of 2001</p>		
Check the one that indicates the report you are submitting: <input checked="" type="checkbox"/> Part I, 2010-11 <input type="checkbox"/> Part II, 2010-11		
Name of State Educational Agency (SEA) Submitting This Report: Maryland State Department of Education		
Address: 200 West Baltimore Street Baltimore, Maryland 21201		
Person to contact about this report:		
Name: Mary L. Gable, Assistant State Superintendent Academic Policy		
Telephone: 410-767-0473		
Fax: 410-333-2275		
e-mail: mgable@msde.state.md.us		
Name of Authorizing State Official: (Print or Type): Dr. Bernard J. Sadusky		
		12-14-11
Signature		Date

**CONSOLIDATED STATE PERFORMANCE REPORT
PART I**

For reporting on
School Year 2010-11



**PART I DUE DECEMBER 16, 2011
5PM EST**

1.1 STANDARDS AND ASSESSMENT DEVELOPMENT

STANDARDS OF ASSESSMENT DEVELOPMENT

This section requests descriptions of the State's implementation of the *Elementary and Secondary Education Act, as amended (ESEA)* academic content standards, academic achievement standards and assessments to meet the requirements of Section 1111(b)(1) of *ESEA*.

1.1.1 Academic Content Standards

In the space below, provide a description and timeline of any actions the State has taken or is planning to take to make revisions to or change the State's academic content standards in mathematics, reading/language arts or science. Responses should focus on actions taken or planned since the State's content standards were approved through ED's peer review process for State assessment systems. Indicate specifically in what school year your State expects the changes to be implemented.

If the State has not made or is not planning to make revisions or changes, respond "No revisions or changes to content standards made or planned."

The response is limited to 4,000 characters.

During the 2010 - 2011 school year, Maryland developed Pre-K Standards for English/Language Arts and Mathematics by back-mapping from the K-12 Common Core State Standards. The Maryland State Common Core Curriculum Frameworks for English/Language Arts and Mathematics (Pre-K-12), were accepted by the Maryland State Board of Education in June 2011. The Maryland State Department of Education provided professional development on the Common Core Standards and the Curriculum Frameworks during the summer of 2011. All schools in the State sent a team of four educators (an English/Language arts educator, a mathematics educator, a STEM educator, and a principal) to a three-day Educator Effectiveness Academy for this professional development opportunity. During the academy, each school developed a transition plan for the 2011-12 school year to facilitate the transition to the Maryland Common Core State Curriculum by 2013-2014.

Source – Manual input by the SEA using the online collection tool.

1.1.2 Assessments in Mathematics and Reading/Language Arts and Science

In the space below, provide a description and timeline of any actions the State has taken or is planning to take to make revisions to or change the State's assessments and/or academic achievement standards in mathematics, reading/language arts and/or science required under Section 1111(b)(3) of ESEA. Responses should focus on actions taken or planned since the State's assessment system was approved through ED's peer review process. Responses also should indicate specifically in what school year your State expects the changes to be implemented.

As applicable, include any assessment (e.g., alternate assessments based on alternate achievement standards, alternate assessments based on modified achievement standards, native language assessments, or others) implemented to meet the assessment requirements under Section 1111(b)(3) of *ESEA* as well as alternate achievement standards for students with the most significant cognitive disabilities and modified academic achievement standards for certain students with disabilities implemented to meet the requirements of Section 1111(b)(3) of *ESEA*. Indicate specifically in what year your state expects the changes to be implemented.

If the State has not made or is not planning to make revisions or changes, respond "No revisions or changes to assessments and/or academic achievement standards taken or planned."

The response is limited to 8,000 characters.

ELA:

Grades 3-8

There have been no changes in the assessment of Reading/Language Arts for grades 3-8.

Maryland used the Mod-MSA assessment to meet the requirements of Section 1111(b)(3). The Mod-MSA assessment is an alternate assessment based on grade level academic content standards and modified academic achievement standards designed for students receiving special education services who meet specific participation requirements. This assessment was first administered to students in grades 6-8 in March, 2009 and to students in grades 3-5 in March, 2010.

Maryland also uses the Alt-MSA. This is Maryland's alternate assessment based on alternate achievement standards for students with significant cognitive disabilities. Alt-MSA measures a student's progress on attainment of Mastery Objectives in reading in grades 3 through 8.

High School

There have been no changes in the assessment of the English Core Learning Goals in high school. We continue to give the end of course assessments in English which serve as the NCLB high school measure which had constructed response items eliminated from the May, 2009 and subsequent administrations.

As in grades 3-8, an alternate assessment based on course level and modified achievement standards for English (Mod-HSA) for students receiving special education services who meet specific participation requirements. The Mod-HSA was first administered to students in high school in May, 2008 and continues to be used today.

Additionally, Alt-MSA is also used in high school as an alternate assessment based on alternate achievement standards for students with significant cognitive disabilities. Alt-MSA measures a student's progress on attainment of Mastery Objectives in reading in grade 10.

Future Changes

Maryland became a governing state in the Partnership for the Assessment of Readiness for College and Careers (PARCC) consortium in 2010 and will fully implement the assessment system designed by this consortium to assess the Common Core State Standards which were adopted by our State Board of Education in June, 2010. Maryland will participate in field testing beginning in 2013 and will fully implement the PARCC ELA/Literacy assessment in school year 2014-15.

Math:

Grades 3-8

There have been no changes in the assessment of Mathematics for grades 3-8 or high school since 2010. The Maryland Mathematics Assessment, in grades 3-8, is based on the state standards for mathematics in those grades. It was first administered in spring 2003 to meet the federal requirement of NCLB.

As in ELA, the Mod-MSA assessment is an alternate assessment based on modified achievement standards and was designed for students receiving special education services who meet specific participation requirements. This assessment was first administered in math to students in grades 6-8 in March, 2009. Students in grades 3-5 were included beginning in March, 2010.

Math also utilizes the Alt-MSA, Maryland's alternate assessment based on alternate academic and achievement standards for students with significant cognitive disabilities. Alt-MSA measures a student's progress on attainment of Mastery Objectives in mathematics in grades 3 through 8.

High School

The High School Assessment for the Core Learning Goals for Algebra/Data Analysis has not changed for 2011. In May 2009, the last change was the elimination of constructed response items. The end of course assessment in Algebra/Data Analysis serves as the NCLB high school measure and is administered at the end of course, meaning students taking this course in middle school participate in this test.

An alternate assessment based on modified achievement standards for Algebra/Data Analysis (Mod-HSA) was first administered in May, 2008 and continues in use today.

As mentioned above, Alt-MSA is Maryland's alternate assessment based on alternate academic and achievement standards for students with significant cognitive disabilities. Alt-MSA measures a student's progress on attainment of Mastery Objectives in mathematics in grade 10.

Future Changes

As explained in the ELA section above, Maryland became a governing state in the Partnership for the Assessment of Readiness for College and Careers (PARCC) consortium in 2010 and will fully implement the assessment system designed by this consortium to assess the Common Core State Standards which were adopted by our State Board of Education in June, 2010. Maryland will participate in field testing beginning in 2013 and will fully implement the PARCC Mathematics assessment in school year 2014-15.

Science:

There have been no changes to the science assessments grades 5 and 8 since it was first operationally administered in 2008. Standards were set for the MSA Science grades 5, 8, and 10 (biology) in 2008.

An alternative science assessment (Alt-MSA) based on modified achievement standards was first administered to students at a grade level equivalent of grades 5, 8, and 10 (The requirement for the NCLB high school measure) in 2008 -2009.

Finally, the end of course assessments in biology, which serve as the NCLB high school measure, also had the constructed response items eliminated from the May 2009 and subsequent administrations.

Source – Manual input by the SEA using the online collection tool.

1.1.3 Grants for State Assessments and Related Activities

1.1.3.1 Percentages of Funds Used for Standards and Assessment Development and Other Purposes

For funds your State had available under *ESEA* section 6111 (Grants for State Assessments and Related Activities) during SY 2010-11, estimate what percentage of the funds your State used for the following (round to the nearest ten percent).

Purpose	Percentage (rounded to the nearest ten percent)
To pay the costs of the development of the State assessments and standards required by section 1111(b)	10.0
To administer assessments required by section 1111(b) or to carry out other activities described in section 6111 and other activities related to ensuring that the State's schools and local educational agencies are held accountable for the results	90.0
Comments:	

1.1.3.2 Uses of Funds for Purposes Other than Standards and Assessment Development

For funds your State had available under *ESEA* section 6111 (Grants for State Assessments and Related Activities) during SY 2010-11 that were used for purposes other than the costs of the development of the State assessments and standards required by section 1111(b), 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)	<u>Yes</u>
Developing challenging State academic content and student academic achievement standards and aligned assessments in academic subjects for which standards and assessments are not required by section 1111 (b)	<u>Yes</u>
Developing or improving assessments of English language proficiency necessary to comply with section 1111(b)(7)	<u>No</u>
Ensuring the continued validity and reliability of State assessments, and/or refining State assessments to ensure their continued alignment with the State's academic content standards and to improve the alignment of curricula and instructional materials	<u>Yes</u>
Developing multiple measures to increase the reliability and validity of State assessment systems	<u>No</u>
Strengthening the capacity of local educational agencies and schools to provide all students the opportunity to increase educational achievement, including carrying out professional development activities aligned with State student academic achievement standards and assessments	<u>No</u>
Expanding the range of accommodations available to students with limited English proficiency and students with disabilities (<i>IDEA</i>) to improve the rates of inclusion of such students, including professional development activities aligned with State academic achievement standards and assessments	<u>No</u>
Improving the dissemination of information on student achievement and school performance to parents and the community, including the development of information and reporting systems designed to identify best educational practices based on scientifically based research or to assist in linking records of student achievement, length of enrollment, and graduation over time	<u>Yes</u>
Other	<u>No</u> <u>Response</u>
Comments:	

1.2 PARTICIPATION IN STATE ASSESSMENTS

This section collects data on the participation of students in the State assessments.

Note: States are not required to report these data by the seven (7) racial/ethnic groups; instead, they are required to report these data by the major racial and ethnic groups that are identified in their Accountability Workbooks. The charts below display racial/ethnic data that has been mapped back from the major racial and ethnic groups identified in their workbooks, to the 7 racial/ethnic groups to allow for the examination of data across states.

1.2.1 Participation of all Students in Mathematics Assessment

In the table below, provide the number of students enrolled during the State's testing window for mathematics assessments required under Section 1111(b)(3) of *ESEA* (regardless of whether the students were present for a full academic year) and the number of students who participated in the mathematics assessment in accordance with *ESEA*. The percentage of students who were tested for mathematics 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 students with disabilities (*IDEA*). Do not include students only covered under Section 504 of the Rehabilitation Act of 1973.

The student group "limited English proficient (*LEP*) students" includes recently arrived students who have attended schools in the United States for fewer than 12 months. Do not include former *LEP* students.

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	430,422	428,840	99.6
American Indian or Alaskan Native	1,283	1,274	99.3
Asian	24,435	24,406	99.9
Black or African American	154,975	154,025	99.4
Hispanic or Latino	46,050	45,910	99.7
Native Hawaiian or other Pacific Islander	395	387	98.0
White	188,404	188,014	99.8
Two or more races	14,848	14,811	99.8
Children with disabilities (<i>IDEA</i>)	52,679	52,177	99.0
Limited English proficient (<i>LEP</i>) students	15,740	15,680	99.6
Economically disadvantaged students	173,427	172,383	99.4
Migratory students	17	17	100.0
Male	220,401	219,461	99.6
Female	209,991	209,368	99.7
Comments:			

1.2.2 Participation of Students with Disabilities 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)(3) of *ESEA* (regardless of whether the children were present for a full academic year) 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 students with disabilities as defined under the *Individuals with Disabilities Education Act (IDEA)*. Do not include former students with disabilities (*IDEA*). Do not include students only covered under Section 504 of the Rehabilitation Act of 1973.

Type of Assessment	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	7,269	13.9
Regular Assessment with Accommodations	28,926	55.4
Alternate Assessment Based on Grade-Level Achievement Standards		
Alternate Assessment Based on Modified Achievement Standards	11,469	22.0
Alternate Assessment Based on Alternate Achievement Standards	4,513	8.6
Total	52,177	
Comments:		

1.2.3 Participation of All Students in the Reading/Language Arts Assessment

This section is similar to 1.2.1 and collects data on the State's reading/language arts assessment.

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	433,850	432,246	99.6
American Indian or Alaskan Native	1,290	1,282	99.4
Asian	25,090	25,029	99.8
Black or African American	155,721	154,822	99.4
Hispanic or Latino	46,967	46,786	99.6
Native Hawaiian or other Pacific Islander	427	417	97.7
White	189,423	189,027	99.8
Two or more races	14,916	14,879	99.8
Children with disabilities (<i>IDEA</i>)	52,421	51,958	99.1
Limited English proficient (LEP) students	17,682	17,491	98.9
Economically disadvantaged students	174,895	173,841	99.4
Migratory students	19	19	100.0
Male	222,080	221,091	99.6
Female	211,754	211,151	99.7
Comments: The student participation count includes recently arrived students who are LEP, and who have attended schools in the U.S less than 12 months, including those students who took the ELP in lieu of the regular reading/language arts assessment.			

1.2.4 Participation of Students with Disabilities in Reading/Language Arts Assessment

This section is similar to 1.2.2 and collects data on the State's reading/language arts assessment.

The data provided should include reading/language arts participation data from all students with disabilities as defined under the *Individuals with Disabilities Education Act (IDEA)*. Do not include former students 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 students with disabilities (*IDEA*) who are also LEP students in the U.S. less than 12 months who took the ELP in lieu of the statewide reading/language arts assessment.

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	7,067	13.6
Regular Assessment with Accommodations	29,045	55.9
Alternate Assessment Based on Grade-Level Achievement Standards		
Alternate Assessment Based on Modified Achievement Standards	11,319	21.8
Alternate Assessment Based on Alternate Achievement Standards	4,513	8.7
LEP < 12 months, took ELP	14	0.0
Total	51,958	
Comments: The student participation count includes recently arrived students who are LEP, and who have attended schools in the U.S less than 12 months, including those students who took the ELP in lieu of the regular reading/language arts assessment.		

1.2.5 Participation of All Students in the Science Assessment

This section is similar to 1.2.1 and collects data on the State's science assessment.

Student Group	# Students Enrolled	# Students Participating	Percentage of Students Participating
All students	186,050	184,681	99.3
American Indian or Alaskan Native	577	571	99.0
Asian	10,595	10,549	99.6
Black or African American	67,755	66,981	98.9
Hispanic or Latino	18,613	18,458	99.2
Native Hawaiian or other Pacific Islander	177	175	98.9
White	82,651	82,297	99.6
Two or more races	5,679	5,647	99.4
Children with disabilities (<i>IDEA</i>)	22,288	21,875	98.1
Limited English proficient (LEP) students	4,965	4,887	98.4
Economically disadvantaged students	68,598	67,767	98.8
Migratory students	3	3	100.0
Male	94,899	94,099	99.2
Female	91,147	90,578	99.4
Comments:			

Source – Manual input by the SEA using the online collection tool.

1.2.6 Participation of Students with Disabilities in Science Assessment

This section is similar to 1.2.2 and collects data on the State's science assessment.

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

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	5,725	26.2
Regular Assessment with Accommodations	11,532	52.7
Alternate Assessment Based on Grade-Level Achievement Standards		
Alternate Assessment Based on Modified Achievement Standards	2,491	11.4
Alternate Assessment Based on Alternate Achievement Standards	2,127	9.7
Total	21,875	
Comments: This is in alignment with last year's results and is accurate		

1.3 STUDENT ACADEMIC ACHIEVEMENT

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

Note: States are not required to report these data by the seven (7) racial/ethnic groups; instead, they are required to report these data by the major racial and ethnic groups that are identified in their Accountability Workbooks. The charts below display racial/ethnic data that has been mapped back from the major racial and ethnic groups identified in their workbooks, to the 7 racial/ethnic groups to allow for the examination of data across states.

1.3.1 Student Academic Achievement in Mathematics

In the format of the table below, provide the number of students who received a valid score on the State assessment(s) in mathematics implemented to meet the requirements of Section 1111(b)(3) of *ESEA* (regardless of whether the students were present for a full academic year) and for whom a proficiency level was assigned, and the number of these students who scored at or above proficient, in grades 3 through 8 and high school. The percentage of students who scored at or above proficient is calculated automatically.

The student group "children with disabilities (*IDEA*)" includes children who participated, and for whom a proficiency level was assigned in the regular assessments with or without accommodations and alternate assessments. Do not include former students with disabilities (*IDEA*). The student group "limited English proficient (LEP) students" does include recently arrived students who have attended schools in the United States for fewer than 12 months. Do not include former LEP students.

1.3.1.1 Student Academic Achievement in Mathematics - Grade 3

Grade 3	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	62,565	53,988	86.3
American Indian or Alaskan Native	175	143	81.7
Asian	3,793	3,626	95.6
Black or African American	21,335	16,291	76.4
Hispanic or Latino	7,826	6,559	83.8
Native Hawaiian or other Pacific Islander	60	51	85.0
White	26,758	24,985	93.4
Two or more races	2,618	2,333	89.1
Children with disabilities (<i>IDEA</i>)	7,105	4,484	63.1
Limited English proficient (LEP) students	5,037	3,943	78.3
Economically disadvantaged students	27,843	21,750	78.1
Migratory students	4	3	75.0
Male	32,106	27,420	85.4
Female	30,459	26,568	87.2
Comments:			

1.3.2.1 Student Academic Achievement in Reading/Language Arts - Grade 3

Grade 3	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	62,541	53,266	85.2
American Indian or Alaskan Native	175	138	78.9
Asian	3,767	3,561	94.5
Black or African American	21,335	16,120	75.6
Hispanic or Latino	7,823	6,550	83.7
Native Hawaiian or other Pacific Islander	60	48	80.0
White	26,760	24,540	91.7
Two or more races	2,621	2,309	88.1
Children with disabilities (<i>IDEA</i>)	7,112	4,855	68.3
Limited English proficient (LEP) students	4,987	3,929	78.8
Economically disadvantaged students	27,823	21,368	76.8
Migratory students	4	3	75.0
Male	32,087	26,389	82.2
Female	30,454	26,877	88.3
Comments:			

1.3.3.1 Student Academic Achievement in Science - Grade 3

Grade 3	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students			
American Indian or Alaskan Native			
Asian			
Black or African American			
Hispanic or Latino			
Native Hawaiian or other Pacific Islander			
White			
Two or more races			
Children with disabilities (<i>IDEA</i>)			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
Comments: Grade 3 is not assessed for Science			

1.3.1.2 Student Academic Achievement in Mathematics - Grade 4

Grade 4	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	60,698	54,808	90.3
American Indian or Alaskan Native	177	160	90.4
Asian	3,565	3,464	97.2
Black or African American	21,342	17,656	82.7
Hispanic or Latino	7,107	6,271	88.2
Native Hawaiian or other Pacific Islander	58	54	93.1
White	26,025	24,931	95.8
Two or more races	2,424	2,272	93.7
Children with disabilities (<i>IDEA</i>)	7,580	5,100	67.3
Limited English proficient (LEP) students	3,625	2,950	81.4
Economically disadvantaged students	26,670	22,425	84.1
Migratory students	2	2	100.0
Male	30,985	27,658	89.3
Female	29,713	27,150	91.4
Comments:			

1.3.2.2 Student Academic Achievement in Reading/Language Arts - Grade 4

Grade 4	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	60,647	53,786	88.7
American Indian or Alaskan Native	179	148	82.7
Asian	3,538	3,390	95.8
Black or African American	21,342	17,124	80.2
Hispanic or Latino	7,091	6,197	87.4
Native Hawaiian or other Pacific Islander	56	52	92.9
White	26,015	24,616	94.6
Two or more races	2,426	2,259	93.1
Children with disabilities (<i>IDEA</i>)	7,583	5,450	71.9
Limited English proficient (LEP) students	3,557	2,840	79.8
Economically disadvantaged students	26,660	21,710	81.4
Migratory students	2	1	50.0
Male	30,954	26,719	86.3
Female	29,693	27,067	91.2
Comments:			

1.3.3.2 Student Academic Achievement in Science - Grade 4

Grade 4	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students			
American Indian or Alaskan Native			
Asian			
Black or African American			
Hispanic or Latino			
Native Hawaiian or other Pacific Islander			
White			
Two or more races			
Children with disabilities (<i>IDEA</i>)			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
Comments: Grade 4 is not assessed for Science			

1.3.1.3 Student Academic Achievement in Mathematics - Grade 5

Grade 5	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	61,634	50,745	82.3
American Indian or Alaskan Native	197	157	79.7
Asian	3,605	3,415	94.7
Black or African American	21,771	15,436	70.9
Hispanic or Latino	6,893	5,386	78.1
Native Hawaiian or other Pacific Islander	62	52	83.9
White	26,768	24,273	90.7
Two or more races	2,337	2,025	86.6
Children with disabilities (<i>IDEA</i>)	7,825	4,534	57.9
Limited English proficient (LEP) students	2,540	1,648	64.9
Economically disadvantaged students	26,497	19,035	71.8
Migratory students	0	0	
Male	31,692	25,706	81.1
Female	29,941	25,038	83.6
Comments:			

1.3.2.3 Student Academic Achievement in Reading/Language Arts - Grade 5

Grade 5	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	61,617	55,602	90.2
American Indian or Alaskan Native	197	176	89.3
Asian	3,582	3,451	96.3
Black or African American	21,781	18,107	83.1
Hispanic or Latino	6,882	6,110	88.8
Native Hawaiian or other Pacific Islander	62	57	91.9
White	26,773	25,507	95.3
Two or more races	2,340	2,194	93.8
Children with disabilities (<i>IDEA</i>)	7,833	5,541	70.7
Limited English proficient (LEP) students	2,490	1,877	75.4
Economically disadvantaged students	26,484	22,059	83.3
Migratory students	0	0	
Male	31,681	28,021	88.4
Female	29,936	27,581	92.1
Comments:			

1.3.3.3 Student Academic Achievement in Science - Grade 5

Grade 5	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	61,853	41,465	67.0
American Indian or Alaskan Native	197	126	64.0
Asian	3,675	3,028	82.4
Black or African American	21,794	10,482	48.1
Hispanic or Latino	6,995	3,969	56.7
Native Hawaiian or other Pacific Islander	72	44	61.1
White	26,754	22,024	82.3
Two or more races	2,364	1,792	75.8
Children with disabilities (<i>IDEA</i>)	7,853	2,956	37.6
Limited English proficient (LEP) students	2,828	861	30.4
Economically disadvantaged students	26,699	12,932	48.4
Migratory students	0	0	
Male	31,824	21,343	67.1
Female	30,027	20,122	67.0
Comments:			

1.3.1.4 Student Academic Achievement in Mathematics - Grade 6

Grade 6	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	60,360	48,926	81.1
American Indian or Alaskan Native	160	129	80.6
Asian	3,323	3,147	94.7
Black or African American	21,861	15,093	69.0
Hispanic or Latino	6,473	4,904	75.8
Native Hawaiian or other Pacific Islander	46	40	87.0
White	26,364	23,785	90.2
Two or more races	2,132	1,828	85.7
Children with disabilities (<i>IDEA</i>)	7,585	4,140	54.6
Limited English proficient (LEP) students	1,509	859	56.9
Economically disadvantaged students	25,360	17,595	69.4
Migratory students	6	5	83.3
Male	31,113	24,570	79.0
Female	29,246	24,356	83.3
Comments:			

1.3.2.4 Student Academic Achievement in Reading/Language Arts - Grade 6

Grade 6	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	60,326	50,606	83.9
American Indian or Alaskan Native	159	129	81.1
Asian	3,301	3,085	93.5
Black or African American	21,872	16,253	74.3
Hispanic or Latino	6,454	5,138	79.6
Native Hawaiian or other Pacific Islander	46	40	87.0
White	26,360	24,055	91.3
Two or more races	2,134	1,906	89.3
Children with disabilities (<i>IDEA</i>)	7,593	4,545	59.9
Limited English proficient (LEP) students	1,459	741	50.8
Economically disadvantaged students	25,355	18,628	73.5
Migratory students	6	5	83.3
Male	31,092	25,269	81.3
Female	29,234	25,337	86.7
Comments:			

1.3.3.4 Student Academic Achievement in Science - Grade 6

Grade 6	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students			
American Indian or Alaskan Native			
Asian			
Black or African American			
Hispanic or Latino			
Native Hawaiian or other Pacific Islander			
White			
Two or more races			
Children with disabilities (<i>IDEA</i>)			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
Comments: Grade 6 is not assessed for Science			

1.3.1.5 Student Academic Achievement in Mathematics - Grade 7

Grade 7	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	61,572	45,885	74.5
American Indian or Alaskan Native	194	135	69.6
Asian	3,448	3,219	93.4
Black or African American	22,397	13,131	58.6
Hispanic or Latino	6,297	4,303	68.3
Native Hawaiian or other Pacific Islander	58	45	77.6
White	27,104	23,362	86.2
Two or more races	2,070	1,689	81.6
Children with disabilities (<i>IDEA</i>)	7,647	3,780	49.4
Limited English proficient (LEP) students	1,165	472	40.5
Economically disadvantaged students	24,990	14,736	59.0
Migratory students	3	1	33.3
Male	31,537	22,872	72.5
Female	30,031	23,012	76.6
Comments:			

1.3.2.5 Student Academic Achievement in Reading/Language Arts - Grade 7

Grade 7	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	61,582	51,835	84.2
American Indian or Alaskan Native	194	156	80.4
Asian	3,426	3,217	93.9
Black or African American	22,463	16,803	74.8
Hispanic or Latino	6,280	5,035	80.2
Native Hawaiian or other Pacific Islander	58	52	89.7
White	27,093	24,716	91.2
Two or more races	2,067	1,855	89.7
Children with disabilities (<i>IDEA</i>)	7,659	4,448	58.1
Limited English proficient (LEP) students	1,095	469	42.8
Economically disadvantaged students	25,010	18,404	73.6
Migratory students	3	1	33.3
Male	31,556	25,298	80.2
Female	30,025	26,536	88.4
Comments:			

1.3.3.5 Student Academic Achievement in Science - Grade 7

Grade 7	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students			
American Indian or Alaskan Native			
Asian			
Black or African American			
Hispanic or Latino			
Native Hawaiian or other Pacific Islander			
White			
Two or more races			
Children with disabilities (<i>IDEA</i>)			
Limited English proficient (LEP) students			
Economically disadvantaged students			
Migratory students			
Male			
Female			
Comments: Grade 7 is not assessed for Science			

1.3.1.6 Student Academic Achievement in Mathematics - Grade 8

Grade 8	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	61,782	40,947	66.3
American Indian or Alaskan Native	170	111	65.3
Asian	3,502	3,137	89.6
Black or African American	22,328	10,477	46.9
Hispanic or Latino	6,402	3,665	57.2
Native Hawaiian or other Pacific Islander	72	46	63.9
White	27,337	22,031	80.6
Two or more races	1,964	1,477	75.2
Children with disabilities (<i>IDEA</i>)	7,284	2,582	35.4
Limited English proficient (LEP) students	1,088	333	30.6
Economically disadvantaged students	24,306	11,682	48.1
Migratory students	2	2	100.0
Male	31,752	20,664	65.1
Female	30,025	20,280	67.5
Comments:			

1.3.2.6 Student Academic Achievement in Reading/Language Arts - Grade 8

Grade 8	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	61,724	51,117	82.8
American Indian or Alaskan Native	172	136	79.1
Asian	3,481	3,247	93.3
Black or African American	22,317	16,090	72.1
Hispanic or Latino	6,392	4,912	76.8
Native Hawaiian or other Pacific Islander	72	59	81.9
White	27,324	24,895	91.1
Two or more races	1,963	1,777	90.5
Children with disabilities (<i>IDEA</i>)	7,296	4,084	56.0
Limited English proficient (LEP) students	1,020	354	34.7
Economically disadvantaged students	24,276	17,222	70.9
Migratory students	2	1	50.0
Male	31,713	25,186	79.4
Female	30,008	25,930	86.4
Comments:			

1.3.3.6 Student Academic Achievement in Science - Grade 8

Grade 8	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	61,757	43,042	69.7
American Indian or Alaskan Native	171	113	66.1
Asian	3,564	3,111	87.3
Black or African American	22,182	11,198	50.5
Hispanic or Latino	6,520	3,785	58.1
Native Hawaiian or other Pacific Islander	80	52	65.0
White	27,251	23,195	85.1
Two or more races	1,988	1,588	79.9
Children with disabilities (<i>IDEA</i>)	7,217	2,506	34.7
Limited English proficient (LEP) students	1,380	261	18.9
Economically disadvantaged students	24,372	12,306	50.5
Migratory students	2	1	50.0
Male	31,704	21,961	69.3
Female	30,052	21,081	70.1
Comments:			

1.3.1.7 Student Academic Achievement in Mathematics - High School

High School	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	60,229	50,400	83.7
American Indian or Alaskan Native	201	169	84.1
Asian	3,170	3,034	95.7
Black or African American	22,991	16,255	70.7
Hispanic or Latino	4,912	4,001	81.5
Native Hawaiian or other Pacific Islander	31	18	58.1
White	27,658	25,764	93.2
Two or more races	1,266	1,159	91.5
Children with disabilities (<i>IDEA</i>)	7,151	3,513	49.1
Limited English proficient (LEP) students	716	421	58.8
Economically disadvantaged students	16,717	12,459	74.5
Migratory students	0	0	
Male	30,276	25,021	82.6
Female	29,953	25,379	84.7
Comments:			

1.3.2.7 Student Academic Achievement in Reading/Language Arts - High School

High School	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	61,729	50,513	81.8
American Indian or Alaskan Native	200	175	87.5
Asian	3,392	3,089	91.1
Black or African American	23,247	16,490	70.9
Hispanic or Latino	5,056	3,853	76.2
Native Hawaiian or other Pacific Islander	28	18	64.3
White	28,489	25,719	90.3
Two or more races	1,317	1,169	88.8
Children with disabilities (<i>IDEA</i>)	6,868	3,457	50.3
Limited English proficient (LEP) students	803	281	35.0
Economically disadvantaged students	16,932	12,081	71.4
Migratory students	0	0	
Male	30,921	24,092	77.9
Female	30,808	26,421	85.8
Comments:			

1.3.3.7 Student Academic Achievement in Science - High School

High School	# Students Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	61,071	49,601	81.2
American Indian or Alaskan Native	203	175	86.2
Asian	3,310	3,114	94.1
Black or African American	23,005	15,305	66.5
Hispanic or Latino	4,943	3,882	78.5
Native Hawaiian or other Pacific Islander	23	17	73.9
White	28,292	25,932	91.7
Two or more races	1,295	1,176	90.8
Children with disabilities (<i>IDEA</i>)	6,805	3,520	51.7
Limited English proficient (LEP) students	679	398	58.6
Economically disadvantaged students	16,696	11,635	69.7
Migratory students	1	1	100.0
Male	30,571	24,924	81.5
Female	30,499	24,677	80.9
Comments:			

1.4 SCHOOL AND DISTRICT ACCOUNTABILITY

This section collects data on the Adequate Yearly Progress (AYP) status of schools and districts.

1.4.1 All Schools and Districts Accountability

In the table below, provide the total number of public elementary and secondary schools and districts in the State, including charters, and the total number of those schools and districts that made AYP based on data for SY 2010-11. The percentage that made AYP will be calculated automatically.

Entity	Total #	Total # that Made AYP in SY 2010-11	Percentage that Made AYP in SY 2010-11
Schools	1,375	761	55.3
Districts	25		

Comments: The total number of districts that made AYP is 0- Our conversations with PSC said that the system would populate this as a blank.

1.4.2 Title I School Accountability

In the table below, provide the total number of public Title I schools by type and the total number of those schools that made AYP based on data for SY 2010-11 . Include only public Title I schools. Do not include Title I programs operated by local educational agencies in private schools. The percentage that made AYP will be calculated automatically.

Title I School	# Title I Schools	# Title I Schools that Made AYP in SY 2010-11	Percentage of Title I Schools that Made AYP in SY 2010-11
All Title I schools	409	165	40.3
Schoolwide (SWP) Title I schools	311	124	39.9
Targeted assistance (TAS) Title I schools	98	41	41.8

Comments:

1.4.3 Accountability of Districts That Received Title I Funds

In the table below, provide the total number of districts that received Title I funds and the total number of those districts that made AYP based on data for SY 2010-11. The percentage that made AYP will be calculated automatically.

# Districts That Received Title I Funds in SY 2010-11	# Districts That Received Title I Funds and Made AYP in SY 2010-11	Percentage of Districts That Received Title I Funds and Made AYP in SY 2010-11
24		

Comments:

1.4.4 Title I Schools Identified for Improvement

1.4.4.1 List of Title I Schools Identified for Improvement

In the following table, provide a list of Title I schools identified for improvement, corrective action, or restructuring under Section 1116 for the SY 2011-12 based on the data from SY 2010-11. For each school on the list, provide the following:

- District Name
- District NCES ID Code
- School Name
- School NCES ID Code
- Whether the school met the proficiency target in reading/language arts as outlined in the State's Accountability Plan
- Whether the school met the participation rate target for the reading/language arts assessment
- Whether the school met the proficiency target in mathematics as outlined in the State's Accountability Plan
- Whether the school met the participation rate target for the mathematics assessment
- Whether the school met the other academic indicator for elementary/middle schools (if applicable) as outlined in the State's Accountability Plan
- Whether the school met the graduation rate for high schools (if applicable) as outlined in the State's Accountability Plan
- Improvement status for SY 2011-12 (Use one of the following improvement status designations: School Improvement - Year 1, School Improvement - Year 2, Corrective Action, Restructuring Year 1 (planning), or Restructuring Year 2 (implementing)¹)
- Whether (yes or no) the school is or is not a Title I school (*This column **must be completed** by States that choose to list all schools in improvement. Column is optional for States that list only Title I schools.*)
- Whether (yes or no) the school was provided assistance through 1003(a).
- Whether (yes or no) the school was provided assistance through 1003 (g).

See attached for blank template that can be used to enter school data.

Download template: [Question 1.4.4.1 \(Get MS Excel Viewer\)](#).

¹ The school improvement statuses are defined in *LEA and School Improvement Non-Regulatory Guidance*. This document may be found on the Department's Web page at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

1.4.4.3 Corrective Action

In the table below, for schools in corrective action, provide the number of schools for which the listed corrective actions under *ESEA* were implemented in SY 2010-11 (based on SY 2009-10 assessments under Section 1111 of *ESEA*).

Corrective Action	# of Title I Schools in Corrective Action in Which the Corrective Action was Implemented in SY 2010-11
Required implementation of a new research-based curriculum or instructional program	1
Extension of the school year or school day	5
Replacement of staff members relevant to the school's low performance	
Significant decrease in management authority at the school level	
Replacement of the principal	
Restructuring the internal organization of the school	6
Appointment of an outside expert to advise the school	
Comments:	

1.4.4.4 Restructuring – Year 2

In the table below, for schools in restructuring – year 2 (implementation year), provide the number of schools for which the listed restructuring actions under *ESEA* were implemented in SY 2010-11 (based on SY 2009-10 assessments under Section 1111 of *ESEA*).

Restructuring Action	# of Title I Schools in Restructuring in Which Restructuring Action Is Being Implemented
Replacement of all or most of the school staff (which may include the principal)	16
Reopening the school as a public charter school	1
Entering into a contract with a private entity to operate the school	
Takeover the school by the State	
Other major restructuring of the school governance	9
Comments:	

In the space below, list specifically the "other major restructuring of the school governance" action(s) that were implemented.

The response is limited to 8,000 characters.

<p>Maryland only allowed three alternative governance options for schools entering restructuring implementation in the 2010-2011 school year. 1) Replace all or most of the school staff, which may include the principals, who are relevant to the school's inability to make adequate progress, 2) Contract with a private management company, and 3) reopen the school as a public charter school.</p> <p>In past years, MSDE allowed schools to select "other major restructuring options". Schools implementing those "other" options were grandfathered and allowed to continue to employ them.</p> <p>2011 "other" options included:</p> <ol style="list-style-type: none"> 1) Appoint a turnaround specialist. 2) Use an external-based reform model 3) Blueprint for High School Reform and Derivative High Schools in Baltimore City. 4) Towson University Partnership Schools with Baltimore City.

1.4.5 Districts That Received Title I Funds Identified for Improvement

1.4.5.1 List of Districts That Received Title I Funds and Were Identified for Improvement

In the following table, provide a list of districts that received Title I funds and were identified for improvement or corrective action under Section 1116 for the SY 2011-12 based on the data from SY 2010-11. For each district on the list, provide the following:

- District Name
- District NCES ID Code
- Whether the district met the proficiency target in reading/language arts as outlined in the State's Accountability Plan
- Whether the district met the participation rate target for the reading/language arts assessment
- Whether the district met the proficiency target in mathematics as outlined in the State's Accountability Plan
- Whether the school met the participation rate target for the mathematics assessment
- Whether the district met the other academic indicator for elementary/middle schools (if applicable) as outlined in the State's Accountability Plan
- Whether the district met the graduation rate for high schools (if applicable) as outlined in the State's Accountability Plan
- Improvement status for SY 2011-12 (Use one of the following improvement status designations: Improvement or Corrective Action²)
- Whether the district is a district that received Title I funds. Indicate "Yes" if the district received Title I funds and "No" if the district did not receive Title I funds. (**This column must be completed by States that choose to list all districts or all districts in improvement.** This column is optional for States that list only districts in improvement that receive Title I funds.)

See attached for blank template that can be used to enter district data.

Download template: [Question 1.4.5.1 \(Get MS Excel Viewer\)](#).

² The district improvement statuses are defined in *LEA and School Improvement Non-Regulatory Guidance*. This document may be found on the Department's Web page at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

1.4.5.2 Actions Taken for Districts That Received Title I Funds and Were Identified for Improvement

In the space below, briefly describe the measures being taken to address the achievement problems of districts identified for improvement or corrective action. Include a discussion of the technical assistance provided by the State (e.g., the number of districts served, the nature and duration of assistance provided, etc.).

The response is limited to 8,000 characters.

Based on the 2011 AYP data, Maryland has identified the following local school systems as school systems in improvement or corrective action.

System Improvement Year 1:

- Dorchester County
- Montgomery County
- Baltimore City

System Improvement Year 2:

- Wicomico County

Corrective Action:

- Prince George's County

Under the Bridge to Excellence in Public Schools Act, each local school system was required to develop and implement a comprehensive Master Plan containing goals and strategies for improving student achievement and eliminating achievement gaps. Each year, an update to this plan is submitted to the Maryland State Department of Education (MSDE) and reviewed to determine if sufficient progress is being made by individual school systems.

School systems identified as being in improvement and/or corrective action must, as part of the development of the Master Plan Update, provide a summary of how the school system has revised the applicable components of the Update demonstrate how the school system plans to exit improvement or corrective action status or to execute the corrective actions taken by the State Board of Education.

In 2010, MSDE was awarded one of the Race to the Top (RTTT) education grants. As required in the RTTT application, school systems with persistently low-performing Tier I, Tier II, or Tier III schools must, as part of the Master Plan Update, provide a plan describing district-level support for improving student performance at the identified schools. This plan must also describe the corresponding resource allocations dedicated to improved performance, aligned with the State's RTTT goals.

In 2011 Prince George's County Public Schools remains in corrective action; however, since the system's comprehensive master plan was cited as having all of the elements that the Board would have included in a corrective action plan, no corrective actions have been adopted by the State Board of Education. Subsequent Master Plan update documents have been approved by the State Board. The update for 2011 was presented to and adopted by the State Board on December 6, 2011.

As part of the master plan review process, Prince George's County was required to present its plan for exiting corrective action status.

Prince George's County attended a meeting with the review panel on November 16th to discuss their status. At this meeting, Prince George's County presented a comprehensive plan for exiting Corrective Action. Highlights are below:

- School Improvement Planning, Implementation, and Monitoring: 1) Inclusion of Special Education and ELL teachers in the school-based collaborative process; and 2) Continued use of quarterly performance management reviews to hold schools and departments accountable for performance.
- Systemic supports: 1) Broad implementation of the Universal Design for Learning and differentiated instruction; and 2) Expansion of Positive Behavioral Interventions and Supports.
- Support for Alternative Governance (AG) schools, including an Alternative Governance Oversight Board, which will continue to monitor the implementation of AG plans and provide support - particularly human resources support - as needed. The county will also use the Harvard University Graduate School of Education's Data Wise Improvement Process to facilitate effective data-driven collaborative planning. Implementation of Data Wise will begin as a pilot in 10 AG schools.
- Support for middle schools includes continued implementation of the turnaround model in 6 schools, revised curricula in math and language arts, expanded collaborative planning, extra weight for middle schools in student-based budgeting, full implementation of Positive Behavioral Intervention and Supports (PBIS), and implementation of special programs such as the International Baccalaureate Middle Years Program, Chesapeake Math and Science, urban debate, STEM program with the National Oceanic and Atmospheric Administration (NOAA), and the National Science Foundation (NSF) minority pipeline grant.

• Strategies and activities for Special Education Reform include establishing a Discipline Reform Charter to increase staff capacity to provide behavioral supports and decrease disciplinary removals of students with disabilities; expanding efforts to provide Least Restrictive Environment reform with a shift in emphasis to college and career readiness; and establishing best practices for Response to Intervention (RTI) routines and procedures including implementation of Leveled Literacy and Number Worlds for struggling K-3 students, expanding professional development on differentiated instruction, and integration of the principles of Universal Design for Learning into daily instructional planning.

Strategies to address English language learners include implementing Extended Learning Opportunity (ELO) programs for high need students, implementing collaborative planning between the Reading/English Language Arts and English for Speakers of Other Languages (ESOL) Departments at the middle and high school levels and central office departments.

1.4.5.3 Corrective Action

In the table below, for districts in corrective action, provide the number of districts in corrective action in which the listed corrective actions under *ESEA* were implemented in SY 2010-11 (based on SY 2009-10 assessments under Section 1111 of *ESEA*).

Corrective Action	# of Districts receiving Title I funds in Corrective Action in Which Corrective Action was Implemented in SY 2010-11
Implemented a new curriculum based on State standards	1
Authorized students to transfer from district schools to higher performing schools in a neighboring district	
Deferred programmatic funds or reduced administrative funds	
Replaced district personnel who are relevant to the failure to make AYP	
Removed one or more schools from the jurisdiction of the district	
Appointed a receiver or trustee to administer the affairs of the district	
Restructured the district	
Abolished the district (list the number of districts abolished between the end of SY 2009-10 and beginning of SY 2010-11 as a corrective action)	
Comments:	

1.4.7 Appeal of AYP and Identification Determinations

In the table below, provide the number of districts and schools that appealed their AYP designations based on SY 2010-11 data and the results of those appeals.

	# Appealed Their AYP Designations	# Appeals Resulted in a Change in the AYP Designation
Districts	0	0
Schools	0	0
Comments: There were no appeals this year		

Date (MM/DD/YY) that processing appeals based on SY 2010-11 data was complete	n/a
---	-----

1.4.8 Sections 1003(a) and (g) School Improvement Funds

In the section below, "schools in improvement" means Title I schools identified for improvement, corrective action, or restructuring under Section 1116 of *ESEA* for SY 2010-11.

1.4.8.5.1 Section 1003(a) State Reservations

In the space provided, enter the percentage of the FY 2010 (SY 2010-11) Title I, Part A allocation that the SEA reserved in accordance with Section 1003(a) of *ESEA* and §200.100(a) of ED's regulations governing the reservation of funds for school improvement under Section 1003(a) of *ESEA*: 4.0 %

Comments:

1.4.8.5.2 Section 1003(a) and 1003(g) Allocations to LEAs and Schools

For SY 2010-11 there is no need to upload a spreadsheet to answer this question in the CSPR.

1.4.8.5.2 will be answered automatically using data submitted to ED Facts in Data Group 694, School improvement funds allocation table, from File Specification N/X132. You may review data submitted to ED Facts using the report named "Section 1003(a) and 1003(g) Allocations to LEAs and Schools - CSPR 1.4.8.5.2 (EDEN012)" from the ED Facts Reporting System.

1.4.8.5.3 Use of Section 1003(g)(8) Funds for Evaluation and Technical Assistance

Section 1003(g)(8) of *ESEA* allows States to reserve up to five percent of Section 1003(g) funds for administration and to meet the evaluation and technical assistance requirements for this program. In the space below, identify and describe the specific Section 1003(g) evaluation and technical assistance activities that your State conducted during SY 2010-11.

This response is limited to 8,000 characters.

The SEA has reserved funds to support the salaries of Title I school support specialists who are part of the School Support Team and provide direct assistance and oversight to the identified Tier I, Tier II and Tier II schools. The specialists are assigned as teams to LEAs with schools served by the school improvement grant. They are charged with working directly with the Central Support Teams in each LEA as models and strategies are being developed, implemented and monitored; they oversee the spending down of funds, budgets, and program implementation. The school improvement specialists are the first line between the SEA and the LEA.

Maryland used administrative funds from the school improvement grant to support LEAs through the Breakthrough Center and Title I Office. The SEA participates in an ongoing consultation process (with identified LEA staff) to determine the alignment of resources in the impacted schools in order to make decisions which will improve teaching and learning for all children as they achieve proficient and advanced levels of student achievement.

Based on the final decisions by the LEA, the SEA has offered to broker and/or provide services at the school level to meet the specific needs of the school community in the following areas:

- Curriculum;
- Instruction;
- Assessment;
- School Culture and Climate;
- Students, Family and Community Support;
- Professional Development with Accountability;
- Effective Leadership;
- Organizational Structure and Resources; and
- Comprehensive and Effective Planning

Funds have been reserved to partially support an Executive Director position for the Breakthrough Center and for materials associated with providing technical assistance to Tier I and Tier II schools. Technical assistance from the Breakthrough Center includes activities such as offering services to LEAs which will assist the LEAs in developing district capacity or measure its capacity to support its identified schools.

The SEA also utilized the Restructuring Implementation Technical Assistance (RITA) Initiative, developed in January 2007 as a response to the Title I A requirement for the SEA to provide technical assistance to low performing schools. The RITA process is designed to assist Restructuring Implementation schools in identifying programs and systems that are effective and those that need to be eliminated or improved to advance student achievement. RITA establishes teams of highly skilled educators to work in concert with school districts and schools, using a thoughtful, systematic, evidence-based process in order to provide constructive recommendations for the district and the school that will improve teaching and learning.

1.4.8.6 Actions Taken for Title I Schools Identified for Improvement Supported by Funds Other than Those of Section 1003(a) and 1003(g).

In the space below, describe actions (if any) taken by your State in SY 2010-11 that were supported by **funds other than Section 1003(a) and 1003(g) funds** to address the achievement problems of schools identified for improvement, corrective action, or restructuring under Section 1116 of *ESEA*.

The response is limited to 8,000 characters.

All Title I schools in improvement receive technical assistance from the Maryland State Department of Education. Technical assistance intensifies as a school progresses along the continuum of non-performance. In accordance with the State Differentiated Accountability Pilot, schools in year 1 and 2 complete and submit to MSDE a School Inventory rating their performance on eight key indicators of school success including curriculum; instruction; assessment; school culture and climate; student, family and community support; professional development with accountability; organization structures and resources; and comprehensive and effective planning.

Once schools enter their third year of school improvement, MSDE staff guide the school through 1) a comprehensive needs assessment, 2) the Teacher Capacity Needs Assessment, involving all school staff, to discover root causes underlying non-performance, 3) a revisit of a recent climate survey, and 4) the adoption of one of NCLB's Corrective Actions. MSDE guides the schools throughout this process through professional training, developing specific guidelines and rubrics, documenting all activities through Websurveyor, and sharing results statewide.

Additionally, select schools in Baltimore City, Dorchester and Prince George's Counties received support from the Breakthrough Center, Maryland's Statewide System of Support. The Breakthrough Center is an internal MSDE operation dedicated to coordinating, brokering and delivering support to districts and schools across the state.

1.4.9 Public School Choice and Supplemental Educational Services

This section collects data on public school choice and supplemental educational services.

1.4.9.1 Public School Choice

This section collects data on public school choice. FAQs related to the public school choice provisions are at the end of this section.

1.4.9.1.2 Public School Choice – Students

In the table below, provide the number of students who were eligible for public school choice, the number of eligible students who applied to transfer, and the number who transferred under the provisions for public school choice under Section 1116 of *ESEA*. The number of students who were eligible for public school choice should include:

1. All students currently enrolled in a school Title I identified for improvement, corrective action or restructuring.
2. All students who transferred in the current school year under the public school choice provisions of Section 1116, and
3. All students who previously transferred under the public school choice provisions of Section 1116 and are continuing to transfer for the current school year under Section 1116.

The number of students who applied to transfer should include:

1. All students who applied to transfer in the current school year but did not or were unable to transfer.
2. All students who transferred in the current school year under the public school choice provisions of Section 1116; and
3. All students who previously transferred under the public school choice provisions of Section 1116 and are continuing to transfer for the current school year under Section 1116.

For any of the respective student counts, States should indicate in the Comment section if the count does not include any of the categories of students discussed above.

	# Students
Eligible for public school choice	36,284
Applied to transfer	1,331
Transferred to another school under the Title I public school choice provisions	1,086
Comments:	

1.4.9.1.3 Funds Spent on Public School Choice

In the table below, provide the total dollar amount spent by LEAs on transportation for public school choice under Section 1116 of *ESEA*.

	Amount
Dollars spent by LEAs on transportation for public school choice	\$ 2,360,057

1.4.9.1.4 Availability of Public School Choice Options

In the table below provide the number of LEAs in your State that are unable to provide public school choice to eligible students due to any of the following reasons:

1. All schools at a grade level in the LEA are in school improvement, corrective action, or restructuring.
2. LEA only has a single school at the grade level of the school at which students are eligible for public school choice.
3. LEA's schools are so remote from one another that choice is impracticable.

	# LEAs
LEAs Unable to Provide Public School Choice	0

FAQs about public school choice:

- a. How should States report data on Title I public school choice for those LEAs that have open enrollment and other choice programs? For those LEAs that implement open enrollment or other school choice programs in addition to public school choice under Section 1116 of *ESEA*, the State may consider a student as having applied to transfer if the student meets the following:
 - Has a "home" or "neighborhood" school (to which the student would have been assigned, in the absence of a school choice program) that receives Title I funds and has been identified, under the statute, as in need of improvement, corrective action, or restructuring; and
 - Has elected to enroll, at some point since July 1, 2002 (the effective date of the Title I choice provisions), and after the home school has been identified as in need of improvement, in a school that has not been so identified and is attending that school; and
 - Is using district transportation services to attend such a school.

In addition, the State may consider costs for transporting a student meeting the above conditions towards the funds spent by an LEA on transportation for public school choice if the student is using district transportation services to attend the non-identified school.

- b. How should States report on public school choice for those LEAs that are not able to offer public school choice? In the count of LEAs that are not able to offer public school choice (for any of the reasons specified in 1.4.9.1.4), States should include those LEAs that are unable to offer public school choice at one or more grade levels. For instance, if an LEA is able to provide public school choice to eligible students at the elementary level but not at the secondary level, the State should include the LEA in the count. States should also include LEAs that are not able to provide public school choice at all (i.e., at any grade level). States should provide the reason(s) why public school choice was not possible in these LEAs at the grade level(s) in the Comment section. In addition, States may also include in the Comment section a separate count just of LEAs that are not able to offer public school choice at any grade level.

For LEAs that are not able to offer public school choice at one or more grade levels, States should count as eligible for public school choice (in 1.4.9.1.2) all students who attend identified Title I schools regardless of whether the LEA is able to offer the students public school choice.

Comments:

³ Adapted from OESE/OII policy letter of August 2004. The policy letter may be found on the Department's Web page at <http://www.ed.gov/policy/elsec/guid/stateletters/choice/choice081804.html>.

1.4.9.2 Supplemental Educational Services

This section collects data on supplemental educational services.

1.4.9.2.2 Supplemental Educational Services – Students

In the table below, provide the number of students who were eligible for, who applied for, and who received supplemental educational services under Section 1116 of *ESEA*.

	# Students
Eligible for supplemental educational services	22,890
Applied for supplemental educational services	10,315
Received supplemental educational services	6,466
Comments:	

1.4.9.2.3 Funds Spent on Supplemental Educational Services

In the table below, provide the total dollar amount spent by LEAs on supplemental educational services under Section 1116 of *ESEA*.

	Amount
Dollars spent by LEAs on supplemental educational services	\$ 11,349,159
Comments:	

1.5 TEACHER QUALITY

This section collects data on "highly qualified" teachers as the term is defined in Section 9101(23) of *ESEA*.

1.5.1 Core Academic Classes Taught by Teachers Who Are Highly Qualified

In the table below, provide the number of core academic classes for the grade levels listed, the number of those core academic classes taught by teachers who are highly qualified, and the number taught by teachers who are not highly qualified. The percentage of core academic classes taught by teachers who are highly qualified and the percentage taught by teachers who are not highly qualified will be calculated automatically. Below the table are FAQs about these data.

	Number of Core Academic Classes (Total)	Number of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Number of Core Academic Classes Taught by Teachers Who Are <u>NOT</u> Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are <u>NOT</u> Highly Qualified
All classes	198,819	183,797	92.4	15,022	7.6
All elementary classes	87,247	82,313	94.3	4,934	5.7
All secondary classes	111,572	101,484	91.0	10,088	9.0

Do the data in Table 1.5.1 above include classes taught by special education teachers who provide direct instruction core academic subjects?

Data table includes classes taught by special education teachers who provide direct instruction core academic subjects.	<u>Yes</u>
---	------------

If the answer above is no, please explain below. The response is limited to 8,000 characters.

--

Does the State count elementary classes so that a full-day self-contained classroom equals one class, or does the State use a departmentalized approach where a classroom is counted multiple times, once for each subject taught?

The response is limited to 8,000 characters.

Elementary classes are weighted (multiplied by four) to account for all CAS instruction.
--

FAQs about highly qualified teachers and core academic subjects:

- a. *What are the core academic subjects?* English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography [Title IX, Section 9101(11)]. While the statute includes the arts in the core academic subjects, it does not specify which of the arts are core academic subjects; therefore, States must make this determination.
- b. *How is a teacher defined?* An individual who provides instruction in the core academic areas to kindergarten, grades 1 through 12, or ungraded classes, or individuals who teach in an environment other than a classroom setting (and who maintain daily student attendance records) [from NCES, CCD, 2001-02]
- c. *How is a class defined?* A class is a setting in which organized instruction of core academic course content is provided to one or more students (including cross-age groupings) for a given period of time. (A course may be offered to more than one class.) Instruction, provided by one or more teachers or other staff members, may be delivered in person or via a different medium. Classes that share space should be considered as separate classes if they function as separate units for more than 50% of the time [from NCES Non-fiscal Data Handbook for Early Childhood, Elementary, and Secondary Education, 2003].
- d. *Should 6th-, 7th-, and 8th-grade classes be reported in the elementary or the secondary category?* States are responsible for determining whether the content taught at the middle school level meets the competency requirements for elementary or secondary instruction. Report classes in grade 6 through 8 consistent with how teachers have been classified to determine their highly qualified status, regardless of whether their schools are configured as elementary or middle schools.
- e. *How should States count teachers (including specialists or resource teachers) in elementary classes?* States that count self-contained classrooms as one class should, to avoid over-representation, also count subject-area specialists (e.g., mathematics or music teachers) or resource teachers as teaching one class. On the other hand, States using a departmentalized approach to instruction where a self-contained classroom is counted multiple times (once for each subject taught) should also count subject-area specialists or resource teachers as teaching multiple classes.
- f. *How should States count teachers in self-contained multiple-subject secondary classes?* Each core academic subject taught for which students are receiving credit toward graduation should be counted in the numerator and the denominator. For example, if the same teacher teaches English, calculus, history, and science in a self-contained classroom, count these as four classes in the denominator. If the teacher is Highly Qualified to teach English and history, he/she would be counted as Highly Qualified in two of the four subjects in the numerator.
- g. *What is the reporting period?* The reporting period is the school year. The count of classes must include all semesters, quarters, or terms of the school year. For example, if core academic classes are held in summer sessions, those classes should be included in the count of core academic classes. A state determines into which school year classes fall.

1.5.2 Reasons Core Academic Classes Are Taught by Teachers Who Are Not Highly Qualified

In the tables below, estimate the percentages for each of the reasons why teachers who are not highly qualified teach core academic classes. For example, if 900 elementary classes were taught by teachers who are not highly qualified, what percentage of those 900 classes falls into each of the categories listed below? If the three reasons provided at each grade level are not sufficient to explain why core academic classes at a particular grade level are taught by teachers who are not highly qualified, use the row labeled "other" and explain the additional reasons. The total of the reasons is calculated automatically for each grade level and must equal 100% at the elementary level and 100% at the secondary level.

Note: Use the numbers of core academic classes taught by teachers who are not highly qualified from 1.5.1 for both elementary school classes (1.5.2.1) and for secondary school classes (1.5.2.2) as your starting point.

	Percentage
Elementary School Classes	
Elementary school classes taught by certified general education teachers who did not pass a subject-knowledge test or (if eligible) have not demonstrated subject-matter competency through HOUSSE	52.6
Elementary school classes taught by certified special education teachers who did not pass a subject-knowledge test or have not demonstrated subject-matter competency through HOUSSE	13.5
Elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	31.6
Other (please explain in comment box below)	2.3
Total	100.0

The response is limited to 8,000 characters.

"Other" includes elementary school classes taught by teachers that are not certified in the grade they are teaching.

	Percentage
Secondary School Classes	
Secondary school classes taught by certified general education teachers who have not demonstrated subject-matter knowledge in those subjects (e.g., out-of-field teachers)	38.7
Secondary school classes taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects	22.3
Secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program)	33.0
Other (please explain in comment box below)	6.0
Total	100.0

The response is limited to 8,000 characters.

"Other" includes secondary school classes taught by teachers that are not certified in the grade they are teaching.

1.5.3 Poverty Quartiles and Metrics Used

In the table below, provide the number of core academic classes for each of the school types listed and the number of those core academic classes taught by teachers who are highly qualified. The percentage of core academic classes taught by teachers who are highly qualified will be calculated automatically. The percentages used for high- and low-poverty schools and the poverty metric used to determine those percentages are reported in the second table. Below the tables are FAQs about these data.

NOTE: No source of classroom-level poverty data exists, so States may look at school-level data when figuring poverty quartiles. Because not all schools have traditional grade configurations, and because a school may not be counted as both an elementary and as a secondary school, States may include as elementary schools all schools that serve children in grades K through 5 (including K through 8 or K through 12 schools).

This means that for the purpose of establishing poverty quartiles, some classes in schools where both elementary and secondary classes are taught would be counted as classes in an elementary school rather than as classes in a secondary school in 1.5.3. This also means that such a 12th grade class would be in a different category in 1.5.3 than it would be in 1.5.1.

School Type	Number of Core Academic Classes (Total)	Number of Core Academic Classes Taught by Teachers Who Are Highly Qualified	Percentage of Core Academic Classes Taught by Teachers Who Are Highly Qualified
Elementary Schools			
High Poverty Elementary Schools	22,072	18,777	85.1
Low-poverty Elementary Schools	24,612	24,040	97.7
Secondary Schools			
High Poverty secondary Schools	19,871	16,707	84.1
Low-Poverty secondary Schools	27,316	25,754	94.3

1.5.3.1 Poverty Quartile Breaks

In the table below, provide the poverty quartiles breaks used in determining high- and low-poverty schools and the poverty metric used to determine the poverty quartiles. Below the table are FAQs about the data collected in this table.

	High-Poverty Schools (more than what %)	Low-Poverty Schools (less than what %)
Elementary schools	72.1	23.6
Poverty metric used	Poverty metric used Eligible for free/reduced meals divided by the September 30 enrollment count for all schools.	
Secondary schools	56.1	17.3
Poverty metric used	Poverty metric used Eligible for free/reduced meals divided by the September 30 enrollment count for all schools.	

FAQs on poverty quartiles and metrics used to determine poverty

- a. *What is a "high-poverty school"?* Section 1111(h)(1)(C)(viii) defines "high-poverty" schools as schools in the top quartile of poverty in the State.
- b. *What is a "low-poverty school"?* Section 1111(h)(1)(C)(viii) defines "low-poverty" schools as schools in the bottom quartile of poverty in the State.
- c. *How are the poverty quartiles determined?* Separately rank order elementary and secondary 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.
- d. *Since the poverty data are collected at the school and not classroom level, how do we classify schools as either elementary or secondary for this purpose?* States may include as elementary schools all schools that serve children in grades K through 5 (including K through 8 or K through 12 schools) and would therefore include as secondary schools those that exclusively serve children in grades 6 and higher.

1.6 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS

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

1.6.1 Language Instruction Educational Programs

In the table below, place a check next to each type of language instruction educational programs implemented in the State, as defined in Section 3301(8), as required by Sections 3121(a)(1), 3123(b)(1), and 3123(b)(2).

Table 1.6.1 Definitions:

1. **Types of Programs** = Types of programs described in the subgrantee's local plan (as submitted to the State or as implemented) that is closest to the descriptions in http://www.ncela.gwu.edu/files/uploads/5/Language_Instruction_Educational_Programs.pdf.
2. **Other Language** = Name of the language of instruction, other than English, used in the program.

Check Types of Programs	Type of Program	Other Language
<u>No</u>	Dual language	
<u>No</u>	Two-way immersion	
<u>No</u>	Transitional bilingual programs	
<u>No</u>	Developmental bilingual	
<u>Yes</u>	Heritage language	Spanish
<u>Yes</u>	Sheltered English instruction	
<u>Yes</u>	Structured English immersion	
<u>Yes</u>	Specially designed academic instruction delivered in English (SDAIE)	
<u>Yes</u>	Content-based ESL	
<u>Yes</u>	Pull-out ESL	
<u>Yes</u>	Other (explain in comment box below)	

The response is limited to 8,000 characters.

19: Push In ESL
 5: Newcomer Program
 11: ESL Tutoring Support

1.6.2 Student Demographic Data

1.6.2.1 Number of ALL LEP Students in the State

In the table below, provide the unduplicated number of ALL LEP students in the State who meet the LEP definition under Section 9101(25).

- Include newly enrolled (recent arrivals to the U.S.) and continually enrolled LEP students, whether or not they receive services in a Title III language instruction educational program
- Do not include Former LEP students (as defined in Section 200.20(f)(2) of the Title I regulation) and monitored Former LEP students (as defined under Section 3121(a)(4) of Title III) in the ALL LEP student count in this table.

Number of ALL LEP students in the State	51,911
Comments:	

1.6.2.2 Number of LEP Students Who Received Title III Language Instruction Educational Program Services

In the table below, provide the unduplicated number of LEP students who received services in Title III language instructional education programs.

	#
LEP students who received services in a Title III language instruction educational program in grades K through 12 for this reporting year.	51,889
Comments:	

1.6.2.3 Most Commonly Spoken Languages in the State

In the table below, provide the five most commonly spoken languages, other than English, in the State (for all LEP students, not just LEP students who received Title III Services). The top five languages should be determined by the highest number of students speaking each of the languages listed.

Language	# LEP Students
Spanish; Castilian	31,625
French	1,786
Chinese	1,706
Vietnamese	1,230
Korean	956

Report additional languages with significant numbers of LEP students in the comment box below.

The response is limited to 8,000 characters.

--

1.6.3 Student Performance Data

This section collects data on LEP students' English language proficiency, as required by Sections 1111(h)(4)(D) and 3121(a)(2).

1.6.3.1.1 All LEP Students Tested on the State Annual English Language Proficiency Assessment

In the table below, please provide the number of ALL LEP students tested and not tested on annual State English language proficiency (ELP) assessment (as defined in 1.6.2.1).

	#
Number tested on State annual ELP assessment	49,152
Number not tested on State annual ELP assessment	303
Total	49,455
Comments: This is a student mobility issue. The number (51,911) in 1.6.2.1 is for the entire school year. Some of these students were not enrolled during the testing window and so were not tested, therefore not included in the number (49,152) in 1.6.3.1.1.	

1.6.3.1.2 ALL LEP Student English Language Proficiency Results

	#
Number attained proficiency on State annual ELP assessment	8,744
Percent attained proficiency on State annual ELP assessment	17.8
Comments:	

1.6.3.2.1 Title III LEP Students Tested on the State Annual English Language Proficiency Assessment

In the table below, provide the number of Title III LEP students tested on annual State English language proficiency assessment.

	#
Number tested on State annual ELP assessment	49,134
Number not tested on State annual ELP assessment	303
Total	49,437
Comments: This is a student mobility issue. The number (51,889) in 1.6.2.2 is for the entire school year. Some of these students were not enrolled during the testing window and so were not tested, therefore not included in the number (49,134) in 1.6.3.2.1.	
In the table below, provide the number of Title III students who took the State annual ELP assessment for the first time and whose progress cannot be determined and whose results were not included in the calculation for AMAO1. Report this number ONLY if the State did not include these students in establishing AMAO1/ making progress target and did not include them in the calculations for AMAO1/ making progress (# and % making progress).	
	#
Number of Title III students who took the State annual ELP assessment for the first time whose progress cannot be determined and whose results were not included in the calculation for AMAO 1.	3,092

1.6.3.2.2

Table 1.6.3.2.2 Definitions:

- Annual Measureable Achievement Objectives (AMAOs)** = State targets for the number and percent of students making progress and attaining proficiency.
- Making Progress** = Number and percent of Title III LEP students that met the definition of "Making Progress" as defined by the State and submitted to ED in the Consolidated State Application (CSA), or as amended.
- Attained Proficiency** = Number and percent of Title III LEP students that met the State definition of "Attainment" of English language proficiency submitted to ED in the Consolidated State Application (CSA), or as amended.
- Results** = Number and percent of Title III LEP students that met the State definition of "Making Progress" and the number and percent that met the State definition of "Attainment" of English language proficiency.

In the table below, provide the State targets for the number and percent of students making progress and attaining English proficiency for this reporting period. Additionally, provide the results from the annual State English language proficiency assessment for Title III-served LEP students who participated in a Title III language instruction educational program in grades K through 12. If your State uses cohorts, provide us with the range of targets, (i.e., indicate the lowest target among the cohorts, e.g., 10% and the highest target among a cohort, e.g., 70%).

	Results		Targets	
	#	%	#	%
Making progress	32,393	70.4	27,625	60.00
Attained proficiency	8,737	17.8	8,352	17.00
Comments:				

1.6.3.5 Native Language Assessments

This section collects data on LEP students assessed in their native language (Section 1111(b)(6)) to be used for AYP determinations.

1.6.3.5.1 LEP Students Assessed in Native Language

In the table below, check "yes" if the specified assessment is used for AYP purposes.

State offers the State reading/language arts content tests in the students' native language(s).	<u>No</u>
State offers the State mathematics content tests in the students' native language(s).	<u>No</u>
State offers the State science content tests in the students' native language(s).	<u>No</u>
Comments:	

1.6.3.5.2 Native Language of Mathematics Tests Given

In the table below, report the language(s) in which native language assessments are given for *ESEA* accountability determinations for mathematics.

Language(s)
Comments: N/A

1.6.3.5.3 Native Language of Reading/Language Arts Tests Given

In the table below, report the language(s) in which native language assessments are given for *ESEA* accountability determinations for reading/language arts.

Language(s)
Comments: N/A

1.6.3.5.4 Native Language of Science Tests Given

In the table below, report the language(s) in which native language assessments are given for *ESEA* accountability determinations for science.

Language(s)
Comments: N/A

1.6.3.6 Title III Served Monitored Former LEP (MFLEP) Students

This section collects data on the performance of former LEP students as required by Sections 3121(a)(4) and 3123(b)(8).

1.6.3.6.1 Title III Served MFLEP Students by Year Monitored

In the table below, report the unduplicated count of monitored former LEP students during the two consecutive years of monitoring, which includes both MFLEP students in AYP grades and in non-AYP grades.

Monitored Former LEP students include:

- Students who have transitioned out of a language instruction educational program.
- Students who are no longer receiving LEP services and who are being monitored for academic content achievement for 2 years after the transition.

Table 1.6.3.6.1 Definitions:

1. **# Year One** = Number of former LEP students in their first year of being monitored.
2. **# Year Two** = Number of former LEP students in their second year of being monitored.
3. **Total** = Number of monitored former LEP students in year one and year two. This is automatically calculated.

# Year One	# Year Two	Total
5,589	4,169	9,758
Comments:		

1.6.3.6.2 In the table below, report the number of MFLEP students who took the annual mathematics assessment. Please provide data only for those students who transitioned out of language instruction educational programs and who no longer received services under Title III in this reporting year. These students include both students who are monitored former LEP students in their first year of monitoring, and those in their second year of monitoring.

Table 1.6.3.6.2 Definitions:

1. **# Tested** = State-aggregated number of MFLEP students who were tested in mathematics in all AYP grades.
2. **# At or Above Proficient** = State-aggregated number of MFLEP students who scored at or above proficient on the State annual mathematics assessment.
3. **% Results** = Automatically calculated based on number who scored at or above proficient divided by the number tested.
4. **# Below proficient** = State-aggregated number of MFLEP students who did not score proficient on the State annual mathematics assessment. This will be automatically calculated.

# Tested	# At or Above Proficient	% Results	# Below Proficient
9,701	8,004	82.5	1,697
Comments:			

1.6.3.6.3 MFLEP Students Results for Reading/Language Arts

In the table below, report results for MFLEP students who took the annual reading/language arts assessment. Please provide data only for those students who transitioned out of language instruction educational programs and who no longer received services under Title III in this reporting year. These students include both students who are monitored former LEP students in their first year of monitoring, and those in their second year of monitoring.

Table 1.6.3.6.3 Definitions:

1. **# Tested** = State-aggregated number of MFLEP students who were tested in reading/language arts in all AYP grades.
2. **# At or Above Proficient** = State-aggregated number of MFLEP students who scored at or above proficient on the State annual reading/language arts assessment.
3. **% Results** = Automatically calculated based on number who scored at or above proficient divided by the total number tested.
4. **# Below proficient** = State-aggregated number MFLEP students who did not score proficient on the State annual reading/language arts assessment. This will be automatically calculated.

# Tested	# At or Above Proficient	% Results	# Below Proficient
9,758	8,506	87.2	1,252
Comments:			

1.6.3.6.4 MFLEP Students Results for Science

In the table below, report results for monitored former LEP(MFLEP) students who took the annual science assessment. Please provide data only for those students who transitioned out of language instruction educational programs and who no longer received services under Title III in this reporting year. These students include both students who are monitored former LEP students in their first year of monitoring, and those in their second year of monitoring.

Table 1.6.3.6.4 Definitions:

1. **# Tested** = State-aggregated number of MFLEP students who were tested in science.
2. **# At or Above Proficient** = State-aggregated number of MFLEP students who scored at or above proficient on the State annual science assessment.
3. **% Results** = Automatically calculated based on number who scored at or above proficient divided by the total number tested.
4. **# Below proficient** = State-aggregated number MFLEP students who did not score proficient on the State annual science assessment. This will be automatically calculated.

# Tested	# At or Above Proficient	% Results	# Below Proficient
3,534	2,287	64.7	1,247
Comments:			

1.6.4 Title III Subgrantees

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

1.6.4.1 Title III Subgrantee Performance

In the table below, report the number of Title III subgrantees meeting the criteria described in the table. Do not leave items blank. If there are zero subgrantees who met the condition described, put a zero in the number (#) column. Do not double count subgrantees by category.

Note: Do not include number of subgrants made under Section 3114(d)(1) from funds reserved for education programs and activities for immigrant children and youth. (Report Section 3114(d)(1) subgrants in 1.6.5.1 ONLY.)

	#
# - Total number of subgrantees for the year	22
# - Number of subgrantees that met all three Title III AMAOs	10
# - Number of subgrantees who met AMAO 1	22
# - Number of subgrantees who met AMAO 2	15
# - Number of subgrantees who met AMAO 3	15
# - Number of subgrantees that did not meet any Title III AMAOs	0
# - Number of subgrantees that did not meet Title III AMAOs for two consecutive years (SYs 2009-10 and 2010-11)	6
# - Number of subgrantees implementing an improvement plan in SY 2010-11 for not meeting Title III AMAOs for two consecutive years	4
# - Number of subgrantees that have not met Title III AMAOs for four consecutive years (SYs 2007-08, 2008-09, 2009-10, and 2010-11)	0

Provide information on how the State counted consortia members in the total number of subgrantees and in each of the numbers in table 1.6.4.1.

The response is limited to 4,000 characters.

Comments: n/a

1.6.4.2 State Accountability

In the table below, indicate whether the State met all three Title III AMAOs.

Note: Meeting all three Title III AMAOs means meeting each State-set target for each objective: Making Progress, Attaining Proficiency, and Making AYP for the LEP subgroup. This section collects data that will be used to determine State AYP, as required under Section 6161.

State met <u>all</u> three Title III AMAOs	<u>No</u>
Comments:	

1.6.4.3 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 3123(b)(7).

Were any Title III language instruction educational programs <u>or</u> activities terminated for failure to reach program goals?	<u>No</u>
If yes, provide the number of language instruction educational programs <u>or</u> activities for immigrant children and youth terminated.	
Comments:	

1.6.5 Education Programs and Activities for Immigrant Students

This section collects data on education programs and activities for immigrant students.

1.6.5.1 Immigrant Students

In the table below, report the unduplicated number of immigrant students enrolled in schools in the State and who participated in qualifying educational programs under Section 3114(d)(1).

Table 1.6.5.1 Definitions:

1. **Immigrant Students Enrolled** = Number of students who meet the definition of immigrant children and youth under Section 3301(6) and enrolled in the elementary or secondary schools in the State.
2. **Students in 3114(d)(1) Program** = Number of immigrant students who participated in programs for immigrant children and youth funded under Section 3114(d)(1), using the funds reserved for immigrant education programs/activities. This number should not include immigrant students who receive services in Title III language instructional educational programs under Sections 3114(a) and 3115(a).
3. **3114(d)(1) Subgrants** = Number of subgrants made in the State under Section 3114(d)(1), with the funds reserved for immigrant education programs/activities. Do not include Title III Language Instruction Educational Program (LIEP) subgrants made under Sections 3114(a) and 3115(a) that serve immigrant students enrolled in them.

# Immigrant Students Enrolled	# Students in 3114(d)(1) Program	# of 3114(d)(1) Subgrants
17,908	1,149	6

If state reports zero (0) students in programs or zero (0) subgrants, explain in comment box below.

The response is limited to 8,000 characters.

The number in the second column of the table above reflects the number of immigrant students who are not served by a Title III LIEP program in each of the LEAs receiving subgrants. An additional 2,969 immigrant students receive LIEP services and attend school in the LEAs who receive subgrants.

1.6.6 Teacher Information and Professional Development

This section collects data on teachers in Title III language instruction education programs as required under Section 3123(b)(5).

1.6.6.1 Teacher Information

This section collects information about teachers as required under Section 3123 (b)(5).

In the table below, report the number of teachers who are working in the Title III language instruction educational programs as defined under Section 3301(8) and reported in 1.6.1 (Types of language instruction educational programs) even if they are not paid with Title III funds.

Note: Section 3301(8) - The term 'Language instruction educational program' means an instruction course (A) in which a limited English proficient child is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic content and student academic achievement standards, as required by Section 1111(b)(1); 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 as a second language.

	#
Number of all certified/licensed teachers currently working in Title III language instruction educational programs.	1,281
Estimate number of additional certified/licensed teachers that will be needed for Title III language instruction educational programs in the next 5 years*.	292

Explain in the comment box below if there is a zero for any item in the table above.

The response is limited to 8,000 characters.

* 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.

1.6.6.2 Professional Development Activities of Subgrantees Related to the Teaching and Learning of LEP Students

In the tables below, provide information about the subgrantee professional development activities that meet the requirements of Section 3115(c)(2).

Table 1.6.6.2 Definitions:

1. **Professional Development Topics** = Subgrantee professional development topics required under Title III.
2. **#Subgrantees** = Number of subgrantees who conducted each type of professional development activity. A subgrantee may conduct more than one professional development activity. (Use the same method of counting subgrantees, including consortia, as in 1.6.1.1 and 1.6.4.1.)
3. **Total Number of Participants** = Number of teachers, administrators and other personnel who participated in each type of the professional development activities reported.
4. **Total** = Number of all participants in professional development (PD) activities

Type of Professional Development Activity	# Subgrantees	
Instructional strategies for LEP students	21	
Understanding and implementation of assessment of LEP students	19	
Understanding and implementation of ELP standards and academic content standards for LEP students	17	
Alignment of the curriculum in language instruction educational programs to ELP standards	13	
Subject matter knowledge for teachers	16	
Other (Explain in comment box)	9	
Participant Information	# Subgrantees	# Participants
PD provided to content classroom teachers	21	5,988
PD provided to LEP classroom teachers	21	2,036
PD provided to principals	17	640
PD provided to administrators/other than principals	17	702
PD provided to other school personnel/non-administrative	20	950
PD provided to community based organization personnel	14	429
Total	110	10,745

The response is limited to 8,000 characters.

--

1.6.7 State Subgrant Activities

This section collects data on State grant activities.

1.6.7.1 State Subgrant Process

In the table below, report the time between when the State receives the Title III allocation from 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 in the format MM/DD/YY.

Table 1.6.7.1 Definitions:

1. **Date State Received Allocation** = Annual date the State receives the Title III allocation from US Department of Education (ED).
2. **Date Funds Available to Subgrantees** = Annual 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.

Example: State received SY 2010-11 funds July 1, 2010, and then made these funds available to subgrantees on August 1, 2010, for SY 2010-11 programs. Then the "# of days/\$\$ Distribution" is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# of Days/\$\$ Distribution
07/01/10	07/01/10	0
Comments: Comments: In Maryland there is a "0 day delay" because the LEA grants are made available on the day grants are awarded: July 1.		

1.6.7.2 Steps To Shorten the Distribution of Title III Funds to Subgrantees

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

The response is limited to 8,000 characters.

N/A

1.7 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>.

	#
Persistently Dangerous Schools	2
Comments:	

1.8 GRADUATION RATES AND DROPOUT RATES

This section collects graduation and dropout rates.

1.8.1 Graduation Rates

In the table below, provide the graduation rates calculated using the methodology that was approved as part of the State's accountability plan for the **previous school year** (SY 2009-10). Below the table are FAQs about the data collected in this table.

Student Group	Graduation Rate
All Students	86.5
American Indian or Alaska Native	82.2
Asian or Pacific Islander	95.6
Black, non-Hispanic	80.7
Hispanic	80.6
White, non-Hispanic	91.1
Children with disabilities (<i>IDEA</i>)	72.3
Limited English proficient	77.9
Economically disadvantaged	87.8
Migratory students	25.0
Male	83.7
Female	89.4
Comments:	

FAQs on graduation rates:

- a. *What is the graduation rate?* Section 200.19 of the Title I regulations issued under the *No Child Left Behind Act* on December 2, 2002, defines graduation rate to mean:
 - The percentage of students, measured from the beginning of high school, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the State's academic standards) in the standard number of years; or,
 - Another more accurate definition developed by the State and approved by the Secretary in the State plan that more accurately measures the rate of students who graduate from high school with a regular diploma; and
 - Avoids counting a dropout as a transfer.
- b. *What if the data collection system is not in place for the collection of graduate rates?* For those States that are reporting transitional graduation rate data and are working to put into place data collection systems that will allow the State to calculate the graduation rate in accordance with Section 200.19 for all the required subgroups, please provide a detailed progress report on the status of those efforts.

The response is limited to 8,000 characters.

--

1.8.2 Dropout Rates

In the table below, provide the dropout rates calculated using the annual event school dropout rate for students leaving a school in a single year determined in accordance with the National Center for Education Statistic's (NCES) Common Core of Data (CCD) for the **previous school year** (SY 2009-10). Below the table is a FAQ about the data collected in this table.

Student Group	Dropout Rate
All Students	2.5
American Indian or Alaska Native	3.1
Asian or Pacific Islander	0.8
Black, non-Hispanic	3.2
Hispanic	4.0
White, non-Hispanic	1.9
Children with disabilities (<i>IDEA</i>)	4.5
Limited English proficient	3.4
Economically disadvantaged	3.2
Migratory students	9.5
Male	3.1
Female	2.0
Comments:	

FAQ on dropout rates:

What is a dropout? A dropout is an individual who: 1) was enrolled in school at some time during the previous school year; and 2) was not enrolled at the beginning of the current school year; and 3) has not graduated from high school or completed a State- or district-approved educational program; and 4) does not meet any of the following exclusionary conditions: a) transfer to another public 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.

1.9 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM

This section collects data on homeless children and youths 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 youths and the McKinney-Vento program. The totals will be will be automatically calculated.

	#	# LEAs Reporting Data
LEAs without subgrants	8	8
LEAs with subgrants	16	16
Total	24	24
Comments:		

1.9.1 All LEAs (with and without McKinney-Vento subgrants)

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

1.9.1.1 Homeless Children And Youths

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

Age/Grade	# of Homeless Children/Youths Enrolled in Public School in LEAs <u>Without</u> Subgrants	# of Homeless Children/Youths Enrolled in Public School in LEAs <u>With</u> Subgrants
Age 3 through 5 (not Kindergarten)	45	720
K	82	1,127
1	87	1,184
2	71	1,154
3	82	1,086
4	68	1,085
5	57	958
6	61	874
7	60	871
8	54	834
9	58	1,043
10	45	844
11	45	715
12	59	767
Ungraded	0	0
Total	874	13,262
Comments:		

1.9.1.2 Primary Nighttime Residence of Homeless Children and Youths

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

	# of Homeless Children/Youths - LEAs <u>Without</u> Subgrants	# of Homeless Children/Youths - LEAs <u>With</u> Subgrants
Shelters, transitional housing, awaiting foster care	189	1,337
Doubled-up (e.g., living with another family)	606	10,748
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	26	239
Hotels/Motels	53	938
Total	874	13,262
Comments:		

1.9.2 LEAs with McKinney-Vento Subgrants

The following sections collect data on LEAs with McKinney-Vento subgrants.

1.9.2.1 Homeless Children and Youths Served by McKinney-Vento Subgrants

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

Age/Grade	# Homeless Children/Youths Served by Subgrants
Age 3 through 5 (not Kindergarten)	628
K	967
1	1,067
2	1,026
3	971
4	975
5	863
6	776
7	781
8	743
9	935
10	765
11	660
12	697
Ungraded	
Total	11,854
Comments:	

1.9.2.2 Subgroups of Homeless Students Served

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

	# Homeless Students Served
Unaccompanied youth	771
Migratory children/youth	12
Children with disabilities (<i>IDEA</i>)	2,059
Limited English proficient students	470
Comments:	

1.9.3 Academic Achievement of Homeless Students

The following questions collect data on the academic achievement of enrolled homeless children and youths.

1.9.3.1 Reading Assessment

In the table below, provide the number of enrolled homeless children and youths who were tested on the State *ESEA* reading/language arts assessment and the number of those tested who scored at or above proficient. Provide data for grades 9 through 12 only for those grades tested for *ESEA*.

Grade	# Homeless Children/Youth Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Homeless Children/Youth Scoring at or above Proficient
3	1,065	747
4	1,062	805
5	916	716
6	832	556
7	816	568
8	777	530
High School	704	472
Comments:		

1.9.3.2 Mathematics Assessment

This section is similar to 1.9.3.1. The only difference is that this section collects data on the State mathematics assessment.

Grade	# Homeless Children/Youth Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Homeless Children/Youth Scoring at or above Proficient
3	1,067	765
4	1,064	841
5	913	571
6	829	503
7	814	416
8	767	324
High School	697	497
Comments:		

1.10 MIGRANT CHILD COUNTS

This section collects the Title I, Part C, Migrant Education Program (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 reporting period of September 1, 2010 through August 31, 2011. This section also collects a report on the procedures used by States to produce true, accurate, and valid child counts.

To provide the child counts, each SEA should have sufficient procedures in place 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 migrant children are counted for funding purposes and are served. If an SEA has reservations about the accuracy of its child counts, it must inform the Department of its concerns and explain how and when it will resolve them under Section 1.10.3.4 *Quality Control Processes*.

Note: In submitting this information, the Authorizing State Official must certify that, to the best of his/her knowledge, 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 youth 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 could include students who have dropped out of school, youth who are working on a GED outside of a K-12 institution, and youth who are "here-to-work" only. It does not include preschoolers, who are counted by age grouping.

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. In some cases, ungraded students may also include special education children, transitional bilingual students, students working on a GED through a K-12 institution, or those in a correctional setting. (Students working on a GED outside of a K-12 institution are counted as out-of-school youth.)

1.10.1 Category 1 Child Count

In the table below, enter the unduplicated statewide number by age/grade of **eligible** migrant 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 reporting period of September 1, 2010 through August 31, 2011. This figure includes all eligible migrant children who may or may not have participated in MEP services. Count a child who moved from one age/grade level to another during the reporting period only once in the highest age/grade that he/she attained during the reporting period. The unduplicated statewide total count is calculated automatically.

Do not include:

- Children age birth through 2 years
- Children served by the MEP (under the continuation of services authority) after their period of eligibility has expired when other services are not available to meet their needs
- Previously eligible secondary-school children who are receiving credit accrual services (under the continuation of services authority).

Age/Grade	12-Month Count of Eligible Migrant Children Who Can Be Counted for Funding Purposes
Age 3 through 5 (not Kindergarten)	81
K	26
1	27
2	17
3	14
4	17
5	8
6	14
7	12
8	13
9	7
10	8
11	9
12	4
Ungraded	0
Out-of-school	134
Total	391
Comments:	

1.10.1.1 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.

The response is limited to 8,000 characters.

The decrease (12%) this season to Category 1 count was the result of:

- Smaller number of 16-21 OSY workers in the State
- Increase Immigration Raids including while on the road.
- High gas prices (limits mobility as well as agri-business production)

1.10.2 Category 2 Child Count

In the table below, enter by age/grade the unduplicated statewide number of **eligible** migrant 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 reporting period of September 1, 2010 through August 31, 2011. Count a child who moved from one age/grade level to another during the reporting period only once in the highest age/grade that he/she attained during the reporting 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 served by the MEP (under the continuation of services authority) after their period of eligibility has expired when other services are not available to meet their needs
- Previously eligible secondary-school children who are receiving credit accrual services (under the continuation of services authority).

Age/Grade	Summer/Intersession Count of Eligible Migrant Children Who Are Participants and Who Can Be Counted for Funding Purposes
Age 3 through 5 (not Kindergarten)	54
K	13
1	17
2	13
3	9
4	12
5	6
6	6
7	7
8	4
9	2
10	6
11	2
12	0
Ungraded	0
Out-of-school	6
Total	157
Comments:	

1.10.2.1 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.

The response is limited to 8,000 characters.

The program served 13% more students ages 3-21, including services for children age 3 in both regional sites. Again this is a migrant population that changes from year to year and this season there was an increase in school age students. The MEP also served 25 children ages 0-2. This was critical, without these services school age students would have stayed in the camps to babysit.

1.10.3 Child Count Calculation and Validation Procedures

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

1.10.3.1 Student Information System

In the space below, respond to the following questions: What system(s) did your State use to compile and generate the Category 1 and Category 2 child count for this reporting period (e.g., NGS, MIS 2000, COEStar, manual system)? Were child counts for the last reporting period generated using the same system(s)? If the State's Category 2 count was generated using a different system from the Category 1 count, please identify each system.

The response is limited to 8,000 characters.

MIS2000 is used to compile and generate the Category 1 and Category 2 child counts.

This is the same system used for the last reporting period.

1.10.3.2 Data Collection and Management Procedures

In the space below, respond to the following questions: How was the child count data collected? What data were collected? What activities were conducted to collect the data? When were the data collected for use in the student information system? If the data for the State's Category 2 count were collected and maintained differently from the Category 1 count, please describe each set of procedures.

The response is limited to 8,000 characters.

Collected and maintained the same as Category 1 count.

In the space below, describe how the child count data are inputted, updated, and then organized by the student information system for child count purposes at the State level.

The response is limited to 8,000 characters.

Maryland operates one central data base (MIS2000). All COEs are processed at the State Migrant Education Service Center. All data (enrollments, withdrawals, supplemental programs, needs assessments) submitted to the Center are entered and maintained in one system (MIS 2000). (Trained migrant recruiters can only complete COEs.)

Certification of Eligibility records are sent to the state data specialist and reviewed for eligibility and completeness. A review of the information is done to be sure that the family qualifies and the information in the comments section meets the requirements for eligibility. If the COE does not meet the eligibility requirements for any reason then it is sent back to the recruiter with a brief explanation. The recruiter would need to interview the family to clarify the information and resubmit the COE. If the COE meets the eligibility requirements then a search of the State data base is made to see if the student has been in the State on a previous move. If the student has been in the State before then they are selected from the list and approved to the COE. This is done on each child on the form. If the student does not have a previous move to The State then they are approved as a new student.

Students enrolled in summer program are reviewed (in early August) to make sure the eligibility of the student has not ended before the regular school term (late August). Students enrolled in the regular school year are reviewed (in early June) to make sure the eligibility of the student has not ended before the summer program starts (late June).

The State Data Specialist is responsible for getting the list of currently enrolled students to the recruiters so they can verify if the students are still residing in the area. The recruiter visits the families and reports the information back to the State data specialist. The data specialist will then enter a new student history line into the data base with the updated information. If the student has left the area, then no new entry is made for that student.

Student's enrollment is evaluated annually. Students are not counted automatically from one year to the next the recruiter/advocate and local summer recruiters are required to visit the family at least once a year to determine eligibility.

Training is provided for LEA summer program staff so that accurate student data is collected and submitted (attendance, priority for service, needs assessments, LEP status, and Special Education status). Program checklists are sent to administrators to remind them of submission requirements.

If the data for the State's Category 2 count were collected and maintained differently from the Category 1 count, please describe each set of procedures.

The response is limited to 8,000 characters.

Data is collected and maintained the same as Category 1.

1.10.3.3 Methods Used To Count Children

In the space below, respond to the following question: How was each child count calculated? Please describe the compilation process and edit functions that are built into your student information system(s) specifically to produce an accurate child count. In particular, describe how your system includes and counts only:

- Children who were between age 3 through 21
- Children who met the program eligibility criteria (e.g., were within 3 years of a last qualifying move, had a qualifying activity)
- Children who were resident in your State for at least 1 day during the eligibility period (September 1 through August 31)
- Children who—in the case of Category 2—received a MEP-funded service during the summer or intersession term
- Children once per age/grade level for each child count category.

The response is limited to 8,000 characters.

MIS 2000 logic used to produce Maryland's Count:

Select distinct count (distinct schlhst.studentseq) from ":MIS2000:student" student0

For a given student you can, and most likely will, have multiple school enrollments. In many cases, several of a 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" schlhst0

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 ((schlhst0.FundingDate>=!StartDate and schlhst0.Funding Date <=!EndDate)

Determines if Funding Date is within the period

or

(schlhst0.WithdrawDate>=!StartDate and schlhst0.WithdrawDate<=!EndDate)

Determines if Withdraw Date is within the period

or

(schlhst0.LQMDate>=!StartDate and schlhst0.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 3 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 twenty two 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". So 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-Alvarez 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 used a start date of September 1st and an end date of August 31st of funding year on this Category 1 count report.

StudentSeq is a number that MIS 2000 assigns to each student in the database to uniquely identify each student.

If your State's Category 2 count was generated using a different system from the Category 1 count, please describe each system separately.

The response is limited to 8,000 characters.

Use of the same system (MIS2000)

1.10.3.4 Quality Control Processes

In the space below, respond to the following question: What steps are taken to ensure your State properly determines and verifies the eligibility of each child included in the child counts for the reporting period of September 1 through August 31 before that child's data are included in the student information system(s)?

The response is limited to 8,000 characters.

State in-service training is provided for all recruiters, preseason and during the season. Staff development is critical to ensure that all recruiters understand the process for identification and recruitment, all eligibility requirements, and the State's validation process.

The electronic COE is submitted to the Service Center and is reviewed, by the Data Specialist (Maryland's Data Specialist is the State Director's Administrative Specialist III) and the State Director if necessary. The electronic COE form has date and time stamps build into the program.

Validation Review Steps:

1. Certification of Eligibility (COE) is uploaded to the Data Specialist.
2. Data Specialist reviews the forms for eligibility and completeness.
3. If the COE is incomplete, it is rejected and sent to the recruiter with a brief explanation of why it was rejected.
4. Recruiter interviews the family again and makes corrections, then submits the COE back to the Data Specialist and the process starts at the beginning.
5. If the COE is eligible and complete then the Data Specialist does a search of the state data base to see if the student has been in the Sate prior to the current move.
6. If the student has been in the State prior to the current move then the student is selected from the list for approval to the COE form.
7. If the student has not been in the State before then, a new student record is started for that student and approved to the COE form.
8. If the Data Specialist deems the COE not eligible then it is given to the State Migrant Director for evaluation. The State Director will make the final determination for validation interview or make the determination of eligibility.
9. Validation of eligibility can be done by data collection or re-interview validation. The Data Specialist will prepare the forms needed.
10. The State Recruiter is given a copy of the COE with the eligibility section blank and a MEP Re-Interview Outcome Summary Form.
11. A Regional Recruiter will re-interview the family. Once completed the Data Specialist will provide the original forms and the recruiter will compare the results. A Regional Recruiter will make the determination if the family is eligible or not. (If necessary, the information is given to the Migrant State Director for a final determination.)
12. If the COE is determined to be eligible the Data Specialist will entered the COE into the database.
13. If the COE is determined to be not eligible, the local recruiter is advised to mark their copy of the COE as not eligible and file the form. The LEA project is notified that this family is not eligible for services and cannot be part of their eligible count.

Invalid COEs are not entered into the State Data Base.

Random Sampling of new COEs are used to monitor the quality of work as well as determine training needs.

In the space below, describe specifically the procedures used and the results of any re-interview processes used by the SEA during the reporting period to test the accuracy of the State's MEP eligibility determinations. In this description, please include the number of eligibility determinations sampled, the number for which a test was completed, and the number found eligible.

The response is limited to 8,000 characters.

The intent of the re-interview is for someone who is familiar with the regulations of the MEP other than the original interviewer of an approved COE to verify all information and confirm Section III/Eligibility Data listed on that COE. There must be three attempts to contact the family, either by driving to the current street address listed in the Section I of the COE or by phone; if the family cannot be contacted after three attempts, this also must be noted on the Re-interview Outcome Summary Form and return to MSDE MEP Office. The procedures outline the preparing for the re-interview, conducting the re-interview at the home, conducting the re-interview by phone and the MEP Re-Interview Outcome Summary Form.

Training is provided before the re-interview is conducted.

Maryland further refined the process to increase the sample size to be 50 COEs and a random sample of 100 COE's (which was 75% from each recruiter) was pulled to assure re-interviews of 50. Each COE was sequentially numbered prior to the sampling. Every 10th COE was pulled from each recruiter until the sample size was met.

Re-interviewers were scheduled by MSDE MEP Office to conduct re-interviews of approved COEs (those that have been reviewed and processed by the Data Specialist and or the State Director)

Re-interview forms contain the information on the COE except Section III - Qualifying Move and Work. This section has been left blank and is to be completed when re-interviewing the family.

The re-interviewer conducts the re-interview or notes that after three attempts, the family could not be reached, or that information was provided from another individual that the family left the area. This information is recorded on the Outcome Summary Form.

Completed forms were returned immediately to the MSDE MEP Office and no copy is kept by the re-interviewer. The Data Specialist and State Director compare the original COE with the re-interview Section III.

Re-interviews were conducted August 3, 2011 thru August 19, 2011 by Regional Recruiters in the area they are not assigned.

The results were:

- 89 of 100 re-interviews were able to be conducted and all the COEs were eligible. Resulting in 89% of the new COEs during the sample range were completed.
- 11 COEs were families/individuals that had either left the area or after three attempts the recruiter was unable to reach the individual.

The following are key factors contributing to the accuracy of the COE's

1. Training focus on a National COE requiring all steps to be followed and refocusing on the interview process to assure 100% accuracy.
2. Using electronic COE (second season)
3. Detailed review process conducted by MEP Data Specialist. No COE is accepted if any of the required fields are incorrect, or comments are not clear and meet the requirements under the law.

In the space below, respond to the following question: Throughout the year, what steps are taken by staff to check that child count data are inputted and updated accurately (and—for systems that merge data—consolidated accurately)?

The response is limited to 8,000 characters.

Enrollment information is validated on a regular basis. Child count data is monitored using Snap Reports. (Reports that have been prewritten for use in MIS 2000 that runs temporary table of all data elements) Snap reports are done using all students, sampling is never used. Reports are run at different times during the year and using different criteria depending on what information the report requires. The majority of reports are run at the end of the year.

Snap reports are run to validate the numbers reported in the EDEN files. Supporting documentation is generated (example: Snap reports generate list of students reported that correlates to the numbers reported, for eligible children, priority service, eligible child, LEP, Special Education, Mobility Status by age/grade).

List of Snap Reports

This list of MIS2000 Snap reports is used to validate for our Performance Report.

Table I Population Data

? Chart and list by age/grade of all Eligible, Priority for Service, Limited English Proficient, Special Education, and Mobility.

Table III MEP Participation - Summer Served

? Chart and list by age/grade of all Served, Priority for Service, Continuation of Service, Any Instructional Service, Reading Instruction, Mathematics Instruction, Any Support Service, Counseling Service, and Any Referred Service.

Table III MEP Participation - Regular School Served

? Chart and list by age/grade of all Served, Priority for Service, Continuation of Service, Any Instructional Service, Reading Instruction, Mathematics Instruction, Any Support Service, Counseling Service, and Any Referred Service.

(All of these reports are used to validate student enrollment and insure accurate counts - they enable staff to review data and correct any missed information or items that were "human error" in data entry)

In the space below, respond to the following question: What final steps are taken by State staff to verify the child counts produced by your student information system(s) are accurate counts of children in Category 1 and Category 2 prior to their submission to ED?

The response is limited to 8,000 characters.

Summer enrollment flag is attached to students who receive direct services. Students who do not meet the requirements for summer enrollment are residency enrolled.

A student list is generated showing summer enrollment flags but not having supplemental service reported. The student missing supplemental service was checked against the summer sites attendance rosters and supplemental input form. Students that were missing input information are updated: students that did not receive services had the summer flag removed and counted in Category 1.

Missing information reports are generated to ensure grade, race, and sex codes are entered on all eligible students. The data specialist runs a report after COE forms are input or after student data is updated to see if information is missing. If there is information missing then a list of students and the missing information is sent to the recruiter by the data specialist to obtain the information. The recruiter obtains the information then sends it back to the data specialist.

Summer services in Maryland are provided after the regular school year. Enrollment into a summer program must correspond to the summer start dates. That is to say that a summer enrollment date cannot be before the approved project start date.

The state data specialist sends LEAs a list of all school age migrant children identified in the district prior to opening of regular term. The LEA reports back the school and grade each migrant student is enrolled in the district. If a student is not enrolled in school then the regional recruiter follows up to see if the family is still in the area. If the family has left the area no new enrollment is entered. If the student is still in the area the LEA is notified that the student is still in the area and not attending. All residency enrolled (under age 4 and out of school youth) are entered into the data base only if they have been identified as still residing in the State. Maryland does not count children automatically from year to year or make the assumption that they are still in the state because they have three years of eligibility once identified.

MIS 2000 system allows for the compiling and editing of data used to generate Category 1 and Category 2 child counts. The system assures unduplicated count and eliminates the margin of human error.

The State Director reviews the data reports. Scheduled meetings throughout the year with regional recruiters and the Data Specialist allows for continued staff development and validation of data.

In the space below, describe those corrective actions or improvements that will be made by the SEA to improve the accuracy of its MEP eligibility determinations in light of the prospective re-interviewing results.

The response is limited to 8,000 characters.

No corrective actions were identified for eligibility determinations.

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.

The response is limited to 8,000 characters.

None

Students are never entered into MIS2000 data base prior to validation of COE.