



Karen B. Salmon, Ph.D.
State Superintendent of Schools

TO: Members of the State Board of Education
FROM: Karen B. Salmon, Ph.D.
DATE: March 22, 2021
SUBJECT: Second Term Performance Metrics, 2020-2021

PURPOSE:

To review the second term performance metrics, including updates to the first term dashboard and analysis of additional data collected for the second term.

EXECUTIVE SUMMARY:

Second term performance metrics were collected from local school systems, covering the period of mid-November 2020 through the end of January 2021. School systems were asked to update the data collected during the first term (Fall 2020). School systems were also asked to provide additional information about interim student grades as one measure of student learning.

ACTION:

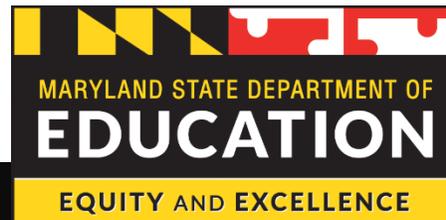
Information for discussion.

ATTACHMENTS:

Dashboard



Second Term Performance Metrics 2020-2021



Maryland State Board of Education
March 22, 2021

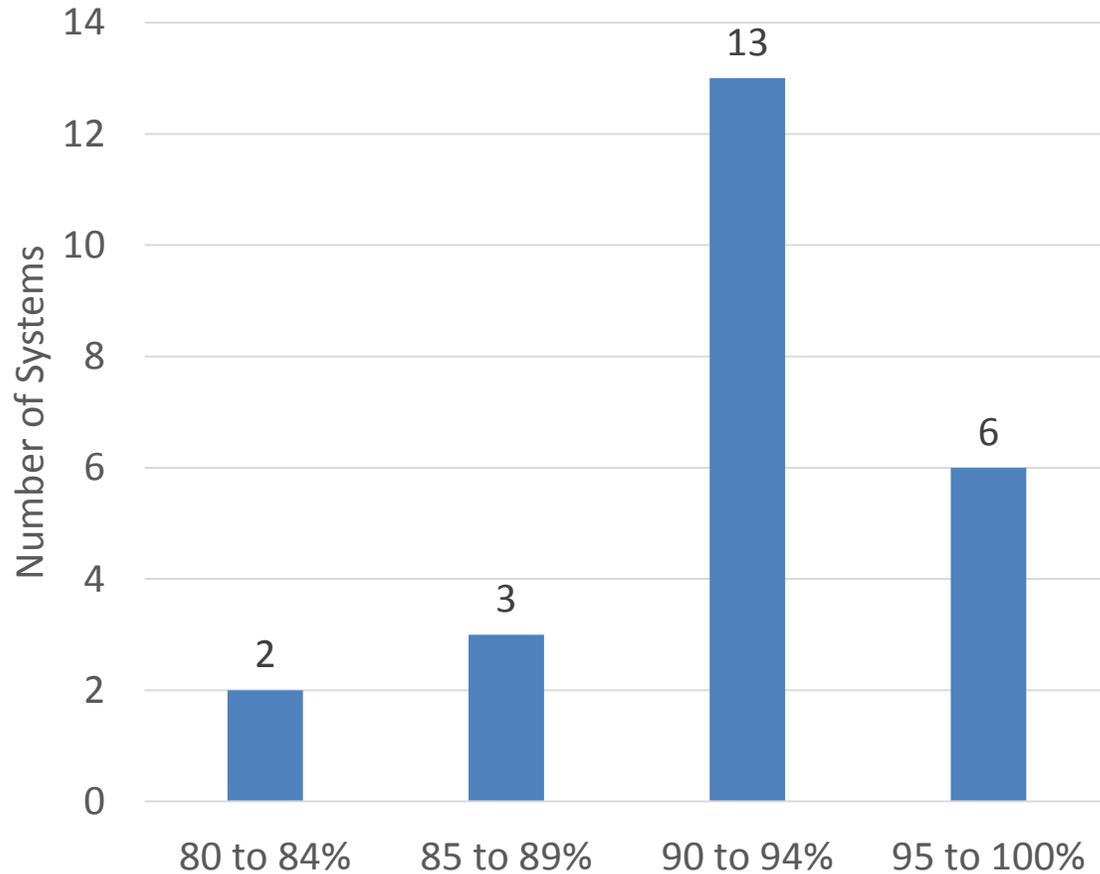
Second Term Performance Metrics: Topics

1. Student attendance
2. Student grades
3. Learning modes
4. System response to student data

All second term data apply to the second marking period only (cumulative data) or the last day of the second marking period (point-in-time data).

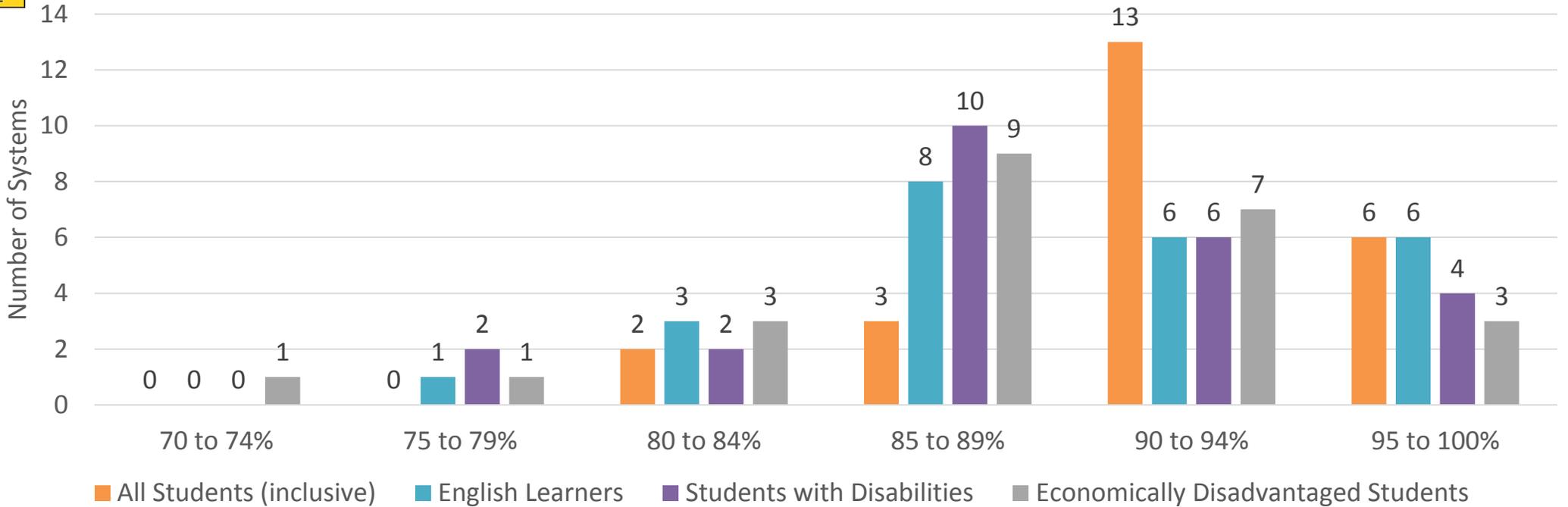
Second Term Attendance Rates, All Students

Percent Attendance, Second Term
All Students, All Grades



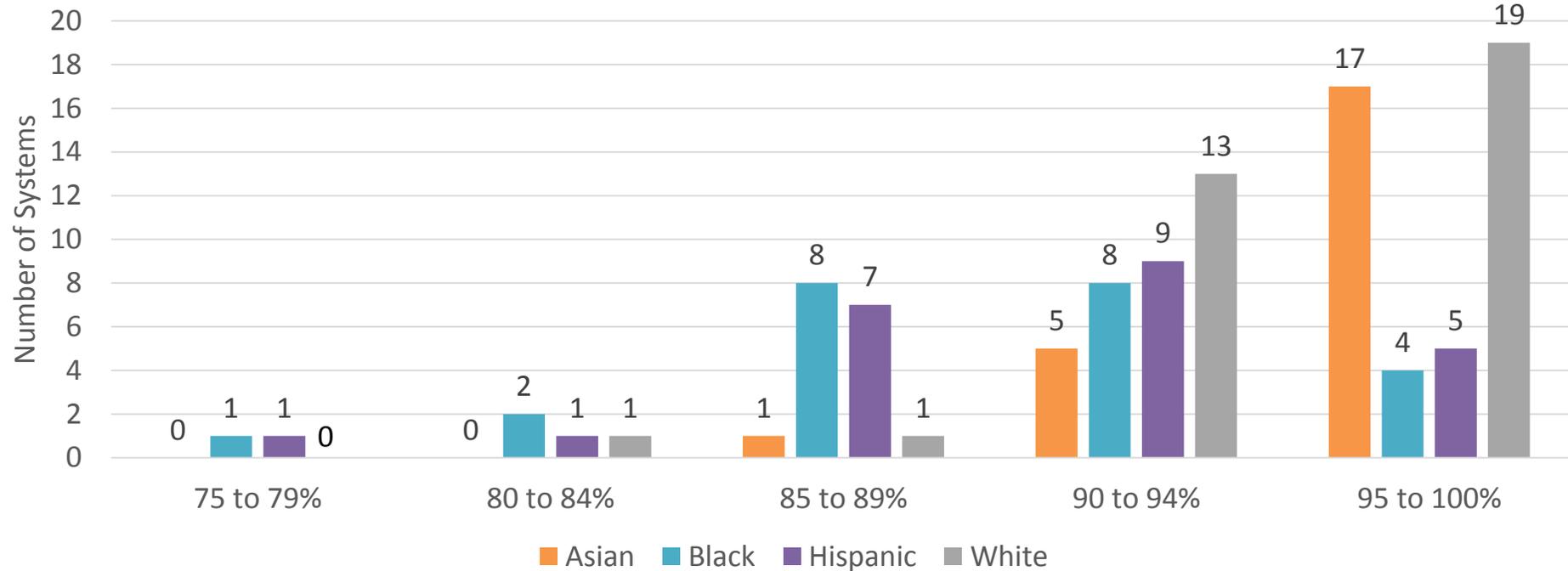
| Percentage Point (pp) Change from First Term Attendance, Rounded | Number of Systems |
|--|-------------------|
| Increase by ~1 pp (0.5pp increase or more) | 1 |
| Approximately the same (-0.49 to 0.49pp change) | 3 |
| Decrease by ~1 pp (0.50 to 1.49pp decrease) | 4 |
| Decrease by ~2 pp (1.50 to 2.49pp decrease) | 9 |
| Decrease by ~3 pp or more (2.50pp decrease or more) | 7 |

Second Term Attendance Rates, by Service Group



| Percentage Point (pp) Change from First Term Attendance, Rounded | Number of Systems | | | |
|--|-------------------|------------------|----------------------------|-------------------------------------|
| | All Students | English Learners | Students with Disabilities | Economically Disadvantaged Students |
| Increase by ~1 pp (0.5pp increase or more) | 1 | 7 | 1 | 1 |
| Approximately the same (-0.49 to 0.49pp change) | 3 | 5 | 3 | 1 |
| Decrease by ~1 pp (0.50 to 1.49pp decrease) | 4 | 3 | 4 | 5 |
| Decrease by ~2 pp (1.50 to 2.49pp decrease) | 9 | 4 | 6 | 3 |
| Decrease by ~3 pp or more (2.50pp decrease or more) | 7 | 5 | 10 | 14 |

Second Term Attendance Rates, by Race/Ethnicity

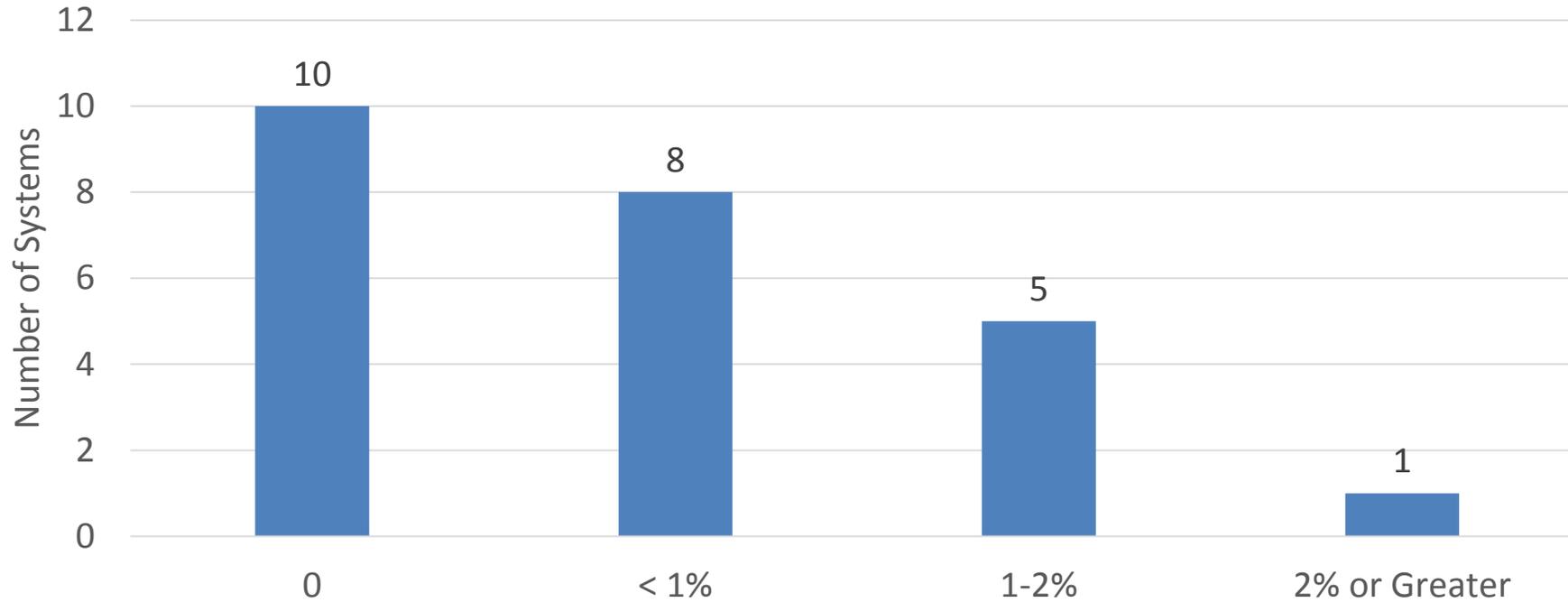


| Percentage Point (pp) Change from First Term Attendance, Rounded | Number of Systems* | | | |
|--|--------------------|-------|----------|-------|
| | Asian | Black | Hispanic | White |
| Increase by ~1 pp (0.5pp increase or more) | 2 | 1 | 1 | 1 |
| Approximately the same (-0.49 to 0.49pp change) | 10 | 2 | 6 | 3 |
| Decrease by ~1 pp (0.50 to 1.49pp decrease) | 7 | 4 | 5 | 9 |
| Decrease by ~2 pp (1.50 to 2.49pp decrease) | 2 | 6 | 4 | 4 |
| Decrease by ~3 pp or more (2.50pp decrease or more) | 2 | 10 | 6 | 7 |

*Count may not add up to 24 if systems do not have student group of sufficient size

Second Term Student Contact

Percent of Enrolled Students with No Contact



| Percentage Point (pp) Change from First Term, Rounded | Number of Systems |
|---|-------------------|
| Decrease by ~1 pp or more (0.5pp decrease or more) | 4 |
| Approximately the same (-0.49 to 0.49pp change) | 17 |
| Increase by ~1 pp (0.5pp increase or more) | 3 |

Second Term Participation in Extracurricular Activities

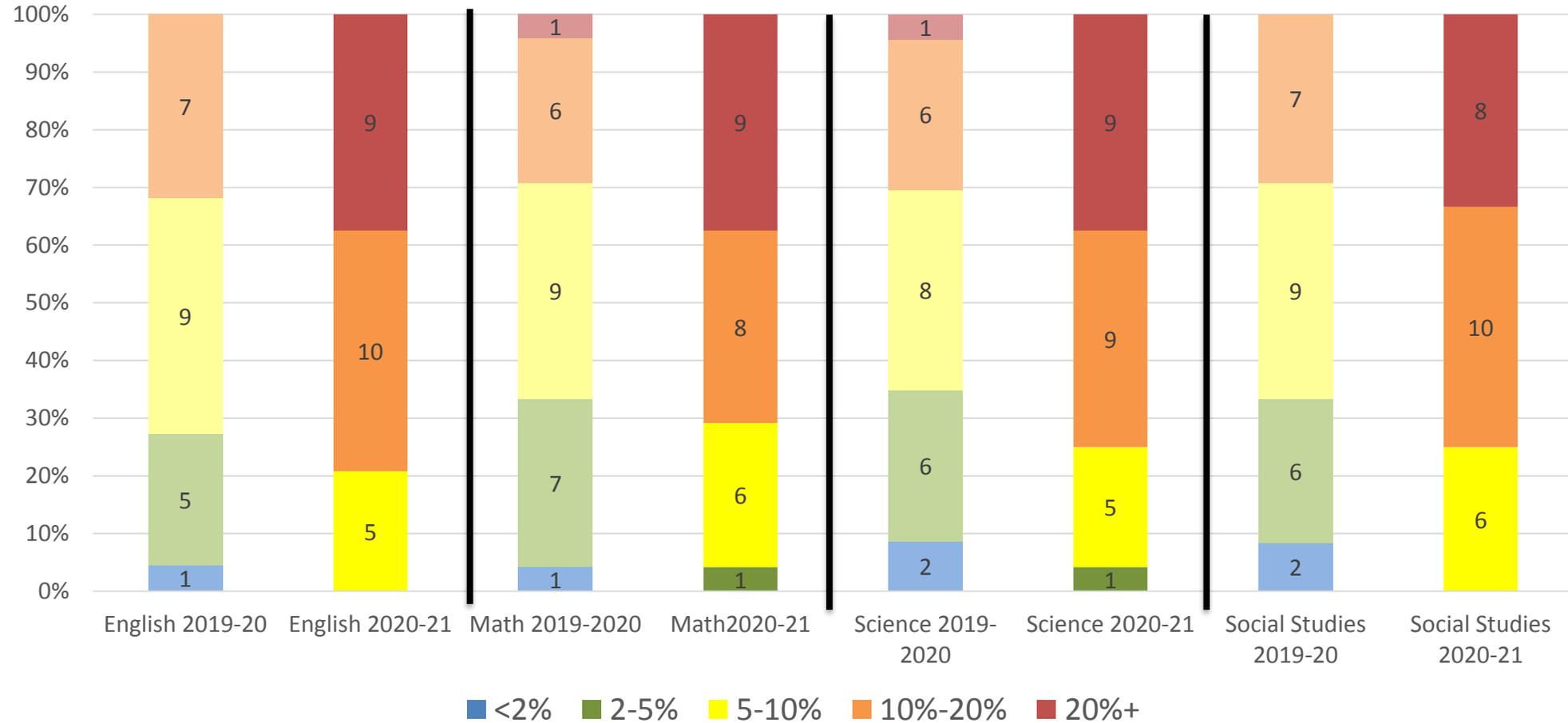
- During the second term, 4 systems all **high schools offered in-person interscholastic competition season and/or practices and conditioning**. 2 additional systems reported small percentages of high schools making these activities available.
- 5 systems reported at least some schools were **offering in-person fine arts related, service-oriented, and/or miscellaneous extracurricular activities**. School participation ranged from all schools (1 system) to some schools (high schools only, or selected schools only, or centralized programming for students from multiple schools).

Second Term Course Grades

| Change in Second Term Fail Rate from 2019-2020 | Middle School | | | | High School | | | |
|--|---------------|------|---------|----------------|-------------|------|---------|----------------|
| | English | Math | Science | Social Studies | English | Math | Science | Social Studies |
| Fail rate decreased or stayed about the same (rate multiplied by 1.1 or less) | 1 | 1 | 1 | 1 | 3 | 4 | 3 | 5 |
| Fail rate increased but less than doubled (rate multiplied by between 1.1 and 1.49) | 0 | 2 | 3 | 2 | 3 | 5 | 2 | 3 |
| Fail rate approximately doubled (rate multiplied by between 1.5 and 2.49) | 9 | 11 | 8 | 9 | 11 | 13 | 15 | 12 |
| Fail rate approximately tripled (rate multiplied by between 2.5 and 3.49) | 7 | 4 | 5 | 5 | 6 | 1 | 2 | 1 |
| Fail rate more than approximately tripled (rate multiplied by 3.5 or more) | 7 | 6 | 7 | 7 | 1 | 1 | 2 | 1 |

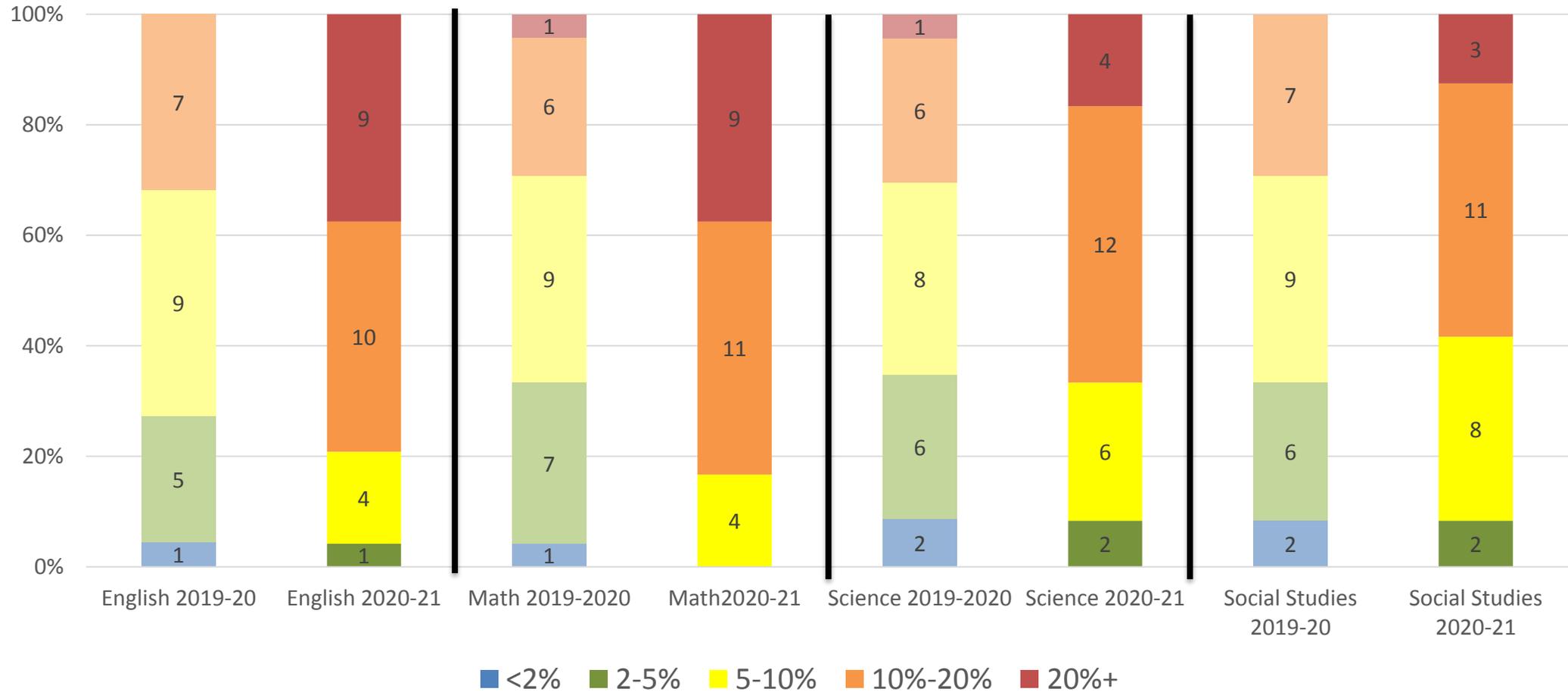
Second Term Course Grades

Middle School Course Failure Rates by Subject and Year



Second Term Course Grades

High School Course Failure Rates by Subject and Year



Second Term and Spring 2021 Learning Modes

As of the last day of the second term:

- 22 systems had all or nearly all of students fully virtual
- 2 systems had 35-55 percent of students face-to-face, with the remaining students hybrid and/or fully virtual

By the end of March 2021:

- 3 systems will have, most/all grades face-to-face, usually four days per week, with an additional system planned for April
- 13 systems will have most/all grades hybrid, usually two days per week, with an additional 3 systems planned for April
- 4 systems will have a combination of face-to-face, hybrid, and virtual instruction depending on grade level

System Response to Student Data

QUESTION: What did you observe in the results of your start-of-year diagnostic? How are you addressing your observations?

QUESTION: If you have given an interim assessment after the start-of-year diagnostic, please describe what you observed in the results, and how you are addressing these results.

- Ten systems reported using multiple measures to assess changes between and within school years.
- Three systems stated that they did not see as much learning loss as expected.
- 21 systems reported gaps between student groups. English learners and students with disabilities were the most-identified groups.
- Systems reported creating plans and approaches targeted at identified students in need of support (16 systems), created specific gap lessons (11 systems), and implemented instructional grouping strategies (12 systems) to address student needs.

System Response to Student Data Continued

- Systems reported employing a number of strategies to amend, improve, and supplement existing intervention structures such as purchasing new assessments (9 systems), procuring new or overhauling current curricula and materials (12), hiring new or reassigning support staff (7), designing or obtaining new interventions (21), and providing summer opportunities for struggling students (5).
- Systems reported that most central offices (21 systems) provided school-based leadership and instructional staff guidance to assess and to leverage beginning of the year assessments for class instruction, lesson planning, and individual student intervention.
- 12 systems reported administering (or planning to administer) interim assessments in most grades to track student learning and intervention efforts.
- Systems employing interim assessments reported using them to drive responsive instructional practices, moderate pacing and scaffolding practices, streamline and rearrange school schedules, develop and deploy professional development, increase compensatory, intervention and alternative education opportunities, modify grading policies, bolster student supports for organization, motivation, and advocacy.

| Reporting Area | Definition | Allegany | Anne Arundel | Baltimore City | Baltimore County | Calvert | Caroline | Carroll | Cecil | Charles | Dorchester | Frederick | Garrett | Harford | Howard | Kent | Montgomery | Prince George's | Queen Anne's | Somerset | St. Mary's | Talbot | Washington | Wicomico | Worcester |
|---|---|------------|--------------|----------------|---------------------|------------|------------|----------------------|------------|------------|------------|------------|------------|------------|------------|------------|---------------|-----------------|--------------|------------|------------|------------|------------------|------------|------------|
| Second Term Dates | Start Date | 11/13/2020 | 11/16/2020 | 11/12/2020 | 11/16/2020 | 11/10/2020 | 11/11/2020 | 11/12/2020 | 11/10/2020 | 11/04/2020 | 11/04/2020 | 11/10/2020 | 11/11/2020 | 11/09/2020 | 11/09/2020 | 11/11/2020 | 11/10/2021 | 11/06/2020 | 11/04/2020 | 11/16/2020 | 11/02/2020 | 11/09/2020 | 11/03/2020 | 11/11/2020 | 11/16/2020 |
| | End Date | 02/01/2021 | 01/29/2021 | 01/27/2021 | 01/29/2021 | 01/28/2021 | 01/28/2021 | 01/29/2021 | 01/27/2021 | 01/27/2021 | 01/26/2021 | 01/26/2021 | 01/26/2021 | 01/22/2021 | 01/28/2021 | 01/28/2021 | 01/29/2021 | 01/27/2021 | 01/25/2021 | 02/04/2021 | 01/22/2021 | 01/28/2021 | 01/22/2021 | 01/29/2021 | 01/29/2021 |
| Outbreaks and Closures | # of buildings closed due to COVID on the last day of the second marking period | 21 | 125 | 0 | 174 | 0 | 0 | 0 | 0 | 0 | 12 | 0 | 12 | 0 | 0 | 0 | 0 | 0 | All | 9 | 28 | 0 | All | All | 0 |
| | # of COVID outbreaks among students | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 0 | Unknown | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| | # of COVID outbreaks among staff | 0 | 0 | 1 | 0 | 1 | 0 | 4 | 0 | 4 | 0 | 5 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 |
| Learning Mode, Students, as of last day of second marking period | % of schools where teacher and student were physically present for instruction on the last day of the second marking period | 0% | 0.8% | 23.30% | 0% | 0% | 100% | 100% | 100% | 0% | 0% | 34% | 0% | 0% | 0% | 100% | 0% | 0% | 0% | 0% | 0% | 100% | 0% | 0% | 100% |
| | % of students in fully face-to-face, in-person instruction with their teacher(s) | 0% | 0% | 0% | 0% | 0% | 1% | 0% | 5% | 0% | 0% | 0% | 0% | 0% | 0% | 53.27% | 0% | 0% | 0% | 0% | 0% | 10% | 0% | 0% | 35.6% |
| | % of students in hybrid instruction | 0% | 0.01% | 9% | 0% | 0% | 0% | 57.40% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 28.53% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| | % students fully in virtual instruction | 100% | 99.99% | 99.1% | 100% | 100% | 99% | 41.60% | 95% | 100% | 100% | 99.8% | 100% | 100% | 100% | 18.20% | 100% | 100% | 100% | 100% | 100% | 90% | 100% | 100% | 64.4% |
| Learning Mode, Teachers, as of last day of second marking period | Other learning model | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0.2% (hub) | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| | % of teachers in school buildings for fully face-to-face instruction | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0.30% | 0% | 0% | 0% | 0% | 0% | 0% | 26.62% | 0% | 0% | 0% | 0% | 0% | 16.2% | 0% | 0% | 100 |
| | % of teachers taught fully virtually in the school building | 56% | 0% | Unknown | 0% | 21.03% | 97% | 0% | 1.70% | Unknown | 35% | Unknown | 0% | 2-5% | 0% | 43.17% | Varied by day | 10% | 30% | 98% | 49% | 82% | Unknown | 40% | 0% |
| | % of teachers taught fully virtually from home | 44% | 100% | 97.70% | 100% | 75.62% | 1% | 18% | 78% | Unknown | 65% | Unknown | 100% | 95-96% | 100% | 2.88% | up to 100% | 90% | 70% | 2% | 51% | 1.8% | Unknown | 60% | 0% |
| Safety Protocols | % of teachers taught face-to-face and virtually simultaneously | 0% | 0% | 2.30% | 0% | 0% | 2% | 82% | 20% | 0% | 0% | 0% | 0% | 0% | 0% | 27.34% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 100% |
| | % of schools had supplies necessary to keep the school clean | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| | % of schools had daily cleaning of used classrooms during the second term | N/A | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | N/A | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| | % of schools had masks available for teachers and students | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| | % of schools had gloves available for each classroom | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 0 | 100% | N/A | 100% | 100% | 100% | 100% | N/A | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Engagement in Extracurricular Activities | % of schools had hand sanitizer available for each classroom | 100% | 100% | 100% | 100% at each school | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | N/A | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| | % of schools held in-person interscholastic competitions and practices? | 0% | 0% | 0% | 0% | 0% | 22% | 100% of High Schools | 0% | 0% | 0% | 100% | 0% | 0% | 0% | 0% | 0% | 0% | 14% | 0% | 0% | 100% | All high schools | 0% | 100% |
| | % of schools held in-person fine arts related, service-oriented, and/or miscellaneous extracurricular activities? | 0% | 0% | 5% | 0% | 0% | 0% | 42% of High Schools | 0% | 0% | 0% | 100% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 100% | 100% | 0% | 86% |
| Student Grades: Elementary | # of elementary students earning a failing grade in English in the second marking period of 2020-2021 | 77 | 1506 | 9988 | 902 | 200 | 151 | 290 | 702 | 549 | N/A | 273 | 32 | 409 | 411 | 25 | 1310 | 7905 | N/A | 259 | N/A | 27 | N/A | 1341 | 88 |
| | # of elementary students earning a failing grade in Math in the second marking period of 2020-2021 | 83 | 1131 | 9303 | 977 | 194 | 138 | 243 | 571 | 536 | N/A | 271 | 28 | 242 | 367 | 24 | 2245 | 6522 | N/A | 228 | N/A | 36 | N/A | 1379 | 78 |
| | # of elementary students earning a failing grade in English in the second marking period of 2019-2020 | 15 | 509 | 4891 | 467 | 19 | 24 | 21 | 191 | 103 | N/A | 45 | 14 | N/A | 910 | 6 | 1381 | 2257 | N/A | 56 | N/A | 6 | N/A | 495 | 27 |
| | # of elementary students earning a failing grade in Math in the second marking period of 2019-2020 | 15 | 445 | 5233 | 637 | 44 | 32 | 48 | 314 | 127 | N/A | 43 | 21 | N/A | 904 | 18 | 1476 | 1904 | N/A | 90 | N/A | N < 10 | N/A | 576 | 11 |
| Student Grades: Middle School | # of middle school students earning a failing grade in English in the second marking period of 2020-2021 | 319 | 1825 | 5605 | 4867 | 383 | 330 | 489 | 1130 | 905 | 424 | 1065 | 128 | 1410 | 704 | 126 | 2744 | 8541 | 295 | 292 | 351 | 181 | 1784 | 1060 | 253 |
| | # of middle school students earning a failing grade in Math in the second marking period of 2020-2021 | 331 | 2130 | 5794 | 5095 | 289 | 223 | 404 | 1044 | 859 | 485 | 886 | 121 | 1328 | 593 | 118 | 2514 | 7864 | 257 | 302 | 330 | 139 | 1528 | 971 | 247 |
| | # of middle school students earning a failing grade in Science in the second marking period of 2020-2021 | 389 | 1829 | 5234 | 4173 | 390 | 291 | 462 | 990 | 747 | 378 | 848 | 113 | 1325 | 544 | 100 | 2662 | 6889 | 259 | 301 | 363 | 185 | 1709 | 496 | 228 |
| | # of middle school students earning a failing grade in Social Studies in the second marking period of 2020-2021 | 334 | 1767 | 5351 | 4384 | 458 | 249 | 401 | 1045 | 867 | 394 | 836 | 80 | 1282 | 617 | 86 | 3132 | 8144 | 273 | 268 | 318 | 212 | 1618 | 517 | 186 |
| | # of middle school students earning a failing grade in English in the second marking period of 2019-2020 | 115 | 1127 | 2733 | 2681 | 101 | 54 | 54 | 386 | 306 | 176 | 484 | N < 10 | 711 | 748 | 25 | 1617 | 2519 | 36 | 107 | 219 | 87 | 693 | 394 | 38 |
| | # of middle school students earning a failing grade in Math in the second marking period of 2019-2020 | 122 | 1485 | 2880 | 2822 | 132 | 55 | 76 | 316 | 264 | 212 | 551 | 16 | 778 | 655 | 27 | 1559 | 3003 | 53 | 158 | 249 | 79 | 743 | 469 | 39 |
| | # of middle school students earning a failing grade in Science in the second marking period of 2019-2020 | 80 | 1346 | 2050 | 2741 | 102 | 48 | 48 | 460 | 363 | 120 | 618 | N < 10 | 686 | 635 | 25 | 1480 | 2359 | 81 | 135 | 192 | 91 | 622 | 355 | 25 |
| # of middle school students earning a failing grade in Social Studies in the second marking period of 2019-2020 | 105 | 1085 | 2053 | 2650 | 109 | 45 | 55 | 466 | 412 | 167 | 461 | 10 | 542 | 699 | 31 | 1544 | 2794 | 41 | 94 | 231 | 48 | 709 | 409 | 25 | |
| | # of high school students earning a failing grade in English in the second marking period of 2020-2021 | 509 | 3390 | 8231 | 3742 | 828 | 80 | 524 | 1110 | 1476 | 281 | 1226 | 131 | 2413 | 772 | 48 | 4857 | 10719 | 251 | 207 | 1150 | 221 | 1583 | 646 | 231 |
| | # of high school students earning a failing grade in Math in the second marking period of 2020-2021 | 566 | 3473 | 7257 | 4509 | 836 | 120 | 709 | 940 | 1545 | 289 | 1676 | 178 | 2303 | 1074 | 59 | 5519 | 9888 | 270 | 233 | 1250 | 170 | 1680 | 687 | 184 |

| Reporting Area | Definition | Allegany | Anne Arundel | Baltimore City | Baltimore County | Calvert | Caroline | Carroll | Cecil | Charles | Dorchester | Frederick | Garrett | Harford | Howard | Kent | Montgomery | Prince George's | Queen Anne's | Somerset | St. Mary's | Talbot | Washington | Wicomico | Worcester | |
|--|---|----------|--------------|----------------|------------------|---------|----------|---------|-------|---------|------------|-----------|---------|---------|--------|-------|------------|-----------------|--------------|----------|------------|--------|------------|----------|-----------|-------|
| Student Grades: High School | # of high school students earning a failing grade in Science in the second marking period of 2020-2021 | 406 | 2840 | 5886 | 3934 | 605 | 118 | 416 | 665 | 1468 | 225 | 1026 | 97 | 2111 | 786 | 40 | 4531 | 9100 | 259 | 187 | 962 | 186 | 1348 | 529 | 87 | |
| | # of high school students earning a failing grade in Social Studies in the second marking period of 2020-2021 | 280 | 2643 | 4916 | 3591 | 619 | 95 | 497 | 1014 | 1221 | 235 | 962 | 99 | 2012 | 762 | 34 | 3974 | 8992 | 231 | 119 | 108 | 119 | 1255 | 433 | 127 | |
| | # of high school students earning a failing grade in English in the second marking period of 2020-2021 | 193 | 1942 | 5552 | 5407 | 455 | 24 | 160 | 564 | 659 | 149 | 549 | 39 | 1573 | 1080 | 15 | 4385 | 5950 | 62 | 86 | 598 | 205 | 848 | 798 | 68 | |
| | # of high school students earning a failing grade in Math in the second marking period of 2019-2020 | 257 | 2511 | 5246 | 6196 | 497 | 32 | 251 | 489 | 799 | 133 | 933 | 105 | 1663 | 1463 | 60 | 5067 | 6380 | 128 | 196 | 620 | 154 | 1015 | 863 | 85 | |
| | # of high school students earning a failing grade in Science in the second marking period of 2019-2020 | 195 | 2210 | 3870 | 5215 | 306 | 66 | 146 | 397 | 619 | 117 | 515 | 22 | 1315 | 1279 | 27 | 3865 | 5743 | 60 | 74 | 482 | 88 | 652 | 655 | 53 | |
| | # of high school students earning a failing grade in Social Studies in the second marking period of 2019-2020 | 170 | 1672 | 3486 | 4776 | 355 | 35 | 145 | 520 | 585 | 119 | 385 | 10 | 1210 | 848 | 33 | 3673 | 5039 | 49 | 92 | 475 | 78 | 537 | 607 | 80 | |
| Instructional Days | # of instructional days online learning was available | 46 | 44 | 45 | 42 | 38 | 45 | 46 | 45 | 47 | 45 | 45 | 45 | 45 | 49 | 45 | 49 | 46 | 48 | 45 | 44 | 45 | 38 | 44 | 43 | |
| | # of instructional days in-person learning was available | 0 | 0 | 27 | 0 | 19 | 38 | 16 | 12 | 0 | 30 | 29 | 0 | 0 | 8 | 30 | 0 | 0 | 10 | 0 | 3 | 35 | 8 | 0 | 9 | |
| In a typical five day week during the second marking period, how many total hours of synchronous instructional time were provided per week to students? Report by grade level. | Kindergarten | 22.5 | 20 | 12.6 | 10.3 | 24 | 24 | 27 | 10 | 13 | 25 | 18.3 | 22 | 25 | 17.7 | 20 | 20.5 | 12.25 | 26.67 | 0 | 18.75 | 17.5 | 15 | 17 | 16.25 | |
| | First Grade | 22.5 | 20 | 17.25 | 18.4 | 24 | 24 | 27 | 24 | 18.25 | 25 | 18.3 | 22 | 27 | 25 | 18.3 | 20 | 20.5 | 12.25 | 26.67 | 22.5 | 18.75 | 17.5 | 15 | 17 | 17.25 |
| | Second Grade | 22.5 | 20 | 17.25 | 22.7 | 24 | 24 | 27 | 24 | 16 | 25 | 18.3 | 22 | 25 | 18.3 | 18 | 20.5 | 12.25 | 26.67 | 22.5 | 18.75 | 17.5 | 15 | 17 | 16.75 | |
| | Third Grade | 22.5 | 22.5 | 17.25 | 22.7 | 24 | 24 | 27 | 24 | 16 | 25 | 18.3 | 22 | 25 | 18 | 16.4 | 20.5 | 12.25 | 26.34 | 22.5 | 18.75 | 17.5 | 15 | 17 | 16 | |
| | Fourth Grade | 22.5 | 22.5 | 17.25 | 24.7 | 24 | 24 | 27 | 24 | 16 | 25 | 18.3 | 22 | 25 | 18.7 | 18 | 20.5 | 22.5 | 26.34 | 22.5 | 18.75 | 17.5 | 15 | 17 | 21.75 | |
| | Fifth Grade | 22.5 | 22.5 | 17.25 | 24.7 | 24 | 24 | 27 | 24 | 16 | 25 | 18.3 | 22 | 25 | 18.3 | 18.4 | 20.5 | 22.5 | 26.34 | 22.5 | 18.75 | 17.5 | 15 | 17 | 24.16 | |
| | Sixth Grade | 20 | 20.1 | 22.9 | 24.3 | 18 | 24 | 27.5 | 28 | 16 | 24 | 19.5 | 24.33 | 24 | 17.7 | 17.3 | 20 | 22.5 | 20 | 22.5 | 18.25 | 17.5 | 17.5 | 24 | 22.83 | |
| | Seventh Grade | 20 | 20.1 | 22.9 | 24.3 | 18 | 24 | 27.5 | 28 | 16 | 24 | 19.5 | 24.33 | 24 | 17.7 | 17.3 | 20 | 20 | 20 | 22.5 | 18.28 | 17.5 | 17.5 | 24 | 25 | |
| | Eighth Grade | 20 | 20.1 | 22.9 | 24.3 | 18 | 24 | 27.5 | 28 | 16 | 24 | 19.5 | 24.33 | 24 | 17.7 | 17.3 | 20 | 20 | 20 | 25 | 18.25 | 17.5 | 17.5 | 24 | 25 | |
| | Ninth Grade | 20 | 22.5 | 24.7 | 24.3 | 20 | 24 | 27.5 | 28 | 16 | 25.5 | 17.8 | 24 | 24 | 17.7 | 25 | 20 | 20 | 27.67 | 25 | 18.75 | 26 | 17.5 | 25 | 15.25 | |
| | Tenth Grade | 20 | 22.5 | 24.7 | 24.3 | 20 | 24 | 27.5 | 28 | 16 | 25.5 | 17.8 | 24 | 24 | 17.7 | 25 | 20 | 20 | 27.67 | 25 | 18.75 | 26 | 17.5 | 25 | 15.25 | |
| | Eleventh Grade | 20 | 22.5 | 24.7 | 24.3 | 20 | 24 | 27.5 | 28 | 16 | 25.5 | 17.8 | 24 | 24 | 17.7 | 25 | 20 | 20 | 27.67 | 25 | 18.75 | 26 | 17.5 | 25 | 15.25 | |
| | Twelfth Grade | 20 | 22.5 | 24.7 | 24.3 | 20 | 24 | 27.5 | 28 | 16 | 25.5 | 17.8 | 24 | 24 | 17.7 | 25 | 20 | 20 | 27.67 | 25 | 18.75 | 26 | 17.5 | 25 | 15.25 | |
| Contact | % of students enrolled during the second term for which attempts at contact have been unsuccessful | 1 | 0 | 0.78 | 0.1 | 0 | 0 | 1 | 1.25 | 0.0045 | 0 | 0.15 | 0.38 | 0.005 | 0.15 | 0 | 1 | 0 | 0.00054 | 0 | 3.5 | 0 | 0 | 0 | 1 | |
| Training | % of staff received training on appropriate health/hygiene/ cleaning procedures at end of second term | 100 | 100 | 86 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 99.98 | 100 | 100 | 81 | 100 | 90 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | |
| Second marking period attendance rate for the entire school system | All students | 95 | 93 | 81 | 80 | 92 | 90 | 93 | 89 | 93 | 86 | 99 | 92 | 94 | 98 | 91 | 96 | 90 | 92 | 92 | 97 | 97 | 89 | 91 | 94 | |
| | American Indian/Alaskan Native | 96 | 91.7 | 81 | 75.1 | 90.7 | N/A | 94 | 83.8 | 92.42 | 83 | 99.4 | N/A | 92 | 98.5 | 80 | 94.59 | 91.31 | 91.99% | N/A | 95.47 | 98.89 | 85.21 | 91.4 | 94.35 | |
| | Asian | 98 | 96.4 | 93.3 | 88.7 | 92.8 | 94.7 | 96 | 93.7 | 97.12 | 95.7 | 99.7 | N/A | 97.2 | 99.1 | 98 | 98.39 | 94.23 | 95.98 | 97.4 | 98.34 | 99.21 | 96.96 | 97.4 | 95.18 | |
| | Black/African-American | 92 | 91.4 | 79.8 | 75.8 | 89.3 | 86 | 89 | 84.8 | 92.78 | 80.7 | 99.2 | N/A | 86.09 | 95.8 | 86 | 95.2 | 90.95 | 86.09 | 91 | 94.04 | 96.87 | 84.87 | 87.2 | 92.57 | |
| | Hispanic/Latino | N/A | 91.2 | 84.2 | 75 | 91.7 | 86.2 | 88 | 86 | 90.56 | 91.3 | 98.7 | 92.17 | 88.9 | 96.1 | 92 | 92.59 | 87.37 | 88.31 | 94.5 | 95.85 | 95.46 | 87.78 | 90.5 | 94.26 | |
| | Two or More Race/Ethnicities | N/A | 93.3 | 87.4 | 78.8 | 89.5 | 86.8 | 89 | 84.6 | 92.98 | 84.6 | 99.3 | 89.21 | 91.4 | 97.6 | 89 | 96.85 | 92.28 | 87.57% | 90.7 | 95.53 | 98.27 | 82.81 | 90.5 | 92.99 | |
| | Pacific Islander | 95 | 93.7 | 86.8 | 78.9 | 92.3 | N/A | 94 | 93.7 | 95.87 | N/A | 99.4 | N/A | 95.9 | 96.9 | N/A | 96.89 | 91.79 | N/A | N/A | 96.37 | 84.44 | 91.72 | 91.3 | 100 | |
| | White | 95 | 94.6 | 89 | 84.1 | 92.4 | 91.6 | 94 | 89.8 | 93.95 | 91.6 | 99.6 | 91.92 | 95.6 | 98.5 | 94 | 97.88 | 93.22 | 93.45 | 93.6 | 97.73 | 97.96 | 90.55 | 94.3 | 94.99 | |
| | Students with Disabilities | 93 | 89.3 | 75.3 | 74.8 | 84.3 | 88.3 | 88 | 85.3 | 90.07 | 84.3 | 98.7 | 89.13 | 90.8 | 95.6 | 88 | 91.03 | 87.03 | 88.52 | 90.9 | 94.85 | 95.98 | 88.54 | 87.3 | 93.13 | |
| | English Learners | 99 | 91.1 | 82.7 | 77.1 | 89 | 83.7 | 80 | 84.8 | 86.82 | 89.1 | 98.1 | 90.19 | 90.2 | 96 | 94 | 92.15 | 86.94 | 86.19 | 95.1 | 94.2 | 95.01 | 89.06 | 87.8 | 95.84 | |
| | Economically Disadvantaged | 93 | 87.6 | 78.3 | 72.1 | 87.2 | 84.9 | 84 | 81.3 | 91.2 | 86.4 | 98.2 | 94.66 | 87.4 | 92.4 | 88 | 91.03 | 88.09 | 84.59 | 90.2 | 93.41 | 96.29 | 83.31 | 88.2 | 90.61 | |
| | Male | 94 | 92.9 | 80 | 78.7 | 91.2 | 88.8 | 92 | 87.8 | 92.43 | 86.1 | 99.3 | 98.8 | 93.6 | 97.4 | 90 | 95.18 | 88.78 | 91.2% | 91.5 | 96.52 | 96.89 | 87.99 | 90.5 | 94.03 | |
| | Female | 95 | 93.9 | 82.7 | 80.6 | 92 | 90.2 | 94 | 89.6 | 93.5 | 86.6 | 99.5 | 93.03 | 94.6 | 97.8 | 92 | 96.02 | 90.92 | 93.15% | 93.3 | 96.95 | 97.69 | 89.68 | 91.4 | 94.69 | |
| Second marking period attendance rate for elementary schools | All students | 95 | 94.4 | 81.4 | 81 | 91.6 | 87.7 | 94 | 87.2 | 94.56 | 87.3 | 99.7 | 94.6 | 94 | 97.5 | 90 | 96.07 | 91.79 | 94.44 | 93.1 | 96.78 | 99.46 | 88.89 | 90.1 | 93.97 | |
| | American Indian/Alaskan Native | 80 | 92.2 | 83.4 | 87.1 | 89.5 | N/A | 93 | 93.3 | 92.19 | 79.3 | 99.5 | N/A | 91.9 | 98.3 | 68 | 93.68 | 92.26 | N/A | N/A | 92.69 | 100 | 82.35 | 83.8 | N/A | |
| | Asian | 98 | 97.7 | 90.7 | 95.5 | 87.6 | 93.8 | 97 | 92.3 | 98.14 | 97.9 | 99.9 | N/A | 97.2 | 99 | 99 | 98.51 | 94.46 | 97.64% | 96.9 | 99.18 | 99.46 | 97.09 | 97.6 | 99.39 | |
| | Black/African-American | 86 | 93.2 | 80.3 | 88.9 | 89.1 | 82.6 | 89 | 81.5 | 94.26 | 83.2 | 99.5 | N/A | 88.9 | 95.3 | 94 | 95.46 | 92.1 | 88.27% | 92.2 | 94.49 | 99.05 | 85.11 | 86.2 | 87.24 | |
| | Hispanic/Latino | N/A | 94.6 | 87.6 | 89.4 | 92 | 85.9 | 88 | 86.9 | 92.55 | 89.2 | 99.6 | 91.8 | 93.1 | 96.1 | 91 | 93.88 | 90.94 | 91.3% | 95.4 | 97.16 | 99.32 | 88.04 | 90.7 | 94.71 | |
| | Two or More Races/Ethnicities | N/A | 95.2 | 83.4 | 90 | 90.6 | 85.7 | 89 | 82.3 | 94.78 | 86.6 | 98 | 98.93 | 91.2 | 97.5 | 89 | 97.25 | 94.01 | 89.65% | 92 | 95.04 | 99.4 | 82.85 | 89.1 | 92.86 | |
| | Pacific Islander | 97 | 97.7 | 90.9 | 85.2 | 92.5 | N/A | 91 | 92.3 | 98.76 | N/A | 99.4 | 96.1 | 96.8 | N/A | 97.23 | 93.75 | N/A | N/A | N/A | 94.87 | N/A | 97.47 | 85.4 | N/A | |
| | White | 90 | 96.5 | 87 | 93.5 | 92.3 | 89.9 | 95 | 88.6 | 95.8 | 91.6 | 99.7 | 94.58 | 96.1 | 98.6 | 94 | 97.98 | 94.4 | 95.87% | 93.7 | 97.69 | 99.67 | 90.8 | 93.8 | 94.98 | |
| | Students with Disabilities | 92 | 93 | 78.5 | 87.5 | 89.4 | 94.2 | 90 | 83.7 | 92.65 | 86.4 | 99.2 | 91.23 | 91.5 | 95.3 | 89 | 93.65 | 90.18 | 92.12% | 91.7 | 95.1 | 99.01 | 84.33 | 87.3 | 93.3 | |
| | English Learners | 99 | 94.5 | 88.2 | 90.1 | 92 | 85.7 | 84 | 86.3 | 89.76 | 90.4 | 99.6 | 90.75 | 90.9 | 96.6 | 95 | 94.07 | 90.75 | 89.71% | 96 | 96.99 | 99.53 | 89.32 | 87.4 | 94.44 | |
| | Economically Disadvantaged | 93 | 90 | 79.4 | 86.0 | 88.2 | 83.3 | 85 | 81.5 | 92.3 | 87.3 | 99 | 92.15 | 86.5 | 91.9 | 89 | 91.6 | 90.62 | 88.24% | 91.5 | 93.49 | 99.18 | 83.52 | 87.5 | 89.96 | |
| | Male | 94 | 95.2 | 80.8 | 90.6 | 91.3 | 87.1 | 94 | 86.4 | 94.21 | 87.9 | 99.6 | 93.97 | 93.7 | 97.3 | 91 | 95.75 | 91.4 | 94.05% | 92.2 | 96.59 | 99.45 | 88.29 | 90 | 93.53 | |
| | Female | 95 | 95.6 | 81.9 | 91.6 | 91.8 | 88.3 | 93 | 88.1 | 94.93 | 86.8 | 99.7 | 95.24 | 94.3 | 97.7 | 90 | 96.38 | 92.2 | 94.84% | 94 | 96.97 | 99.47 | 89.5 | 90.2 | | |

| Reporting Area | Definition | Allegany | Anne Arundel | Baltimore City | Baltimore County | Calvert | Caroline | Carroll | Cecil | Charles | Dorchester | Frederick | Garrett | Harford | Howard | Kent | Montgomery | Prince George's | Queen Anne's | Somerset | St. Mary's | Talbot | Washington | Wicomico | Worcester | |
|---|--------------------------------|----------|--------------|----------------|------------------|---------|----------|---------|-------|---------|------------|-----------|---------|---------|--------|------|------------|-----------------|--------------|----------|------------|--------|------------|----------|-----------|-----|
| | English Learners | 100 | 81.5 | 62.7 | 53.3 | 82.4 | 79.3 | 74 | 79.4 | 78.1 | 82.1 | 93 | N/A | 92.6 | 93 | 93 | 86.01 | 77.58 | 76.19% | N/A | 87.79 | 80.01 | 85.34 | 87.3 | 95.61 | |
| | Economically Disadvantaged | 93 | 82.8 | 66.3 | 55.8 | 86.5 | 87 | 81 | 82.4 | 90.1 | 83.4 | 96.1 | 80.17 | 87 | 92.5 | 91 | 89.46 | 84.47 | 77.89% | N/A | 92.19 | 87.48 | 81 | 86.5 | 96.74 | |
| | Male | 95 | 88.9 | 67.5 | 65.4 | 91.3 | 89.7 | 91 | 88.1 | 89.24 | 81.8 | 98.6 | 85.4 | 92.9 | 97.3 | 92 | 94.02 | 84.56 | 87.16% | N/A | 95.91 | 90.17 | 86.74 | 88.8 | 96.79 | |
| | Female | 96 | 91 | 75.2 | 69.8 | 92.7 | 92.2 | 93 | 90.5 | 91.27 | 85.1 | 99 | 88.93 | 94.8 | 97.7 | 95 | 95.33 | 88.96 | 91.49% | N/A | 96.39 | 93.66 | 89.2 | 91.4 | 96.83 | |
| Second marking period attendance rate for schools with combined grade spans | All students | N/A | 91.8 | 85.8 | 70.5 | 80.5 | N/A | 91 | N/A | N/A | 95.8 | 99.3 | 99.41 | 80.5 | 74 | N/A | 88.08 | 93.41 | 90.55 | 92.7 | 98.07 | 99.38 | 83.28 | 96.1 | 94.03 | |
| | American Indian/Alaskan Native | N/A | 89.9 | 86.2 | 58 | 77.4 | N/A | 0 | N/A | N/A | N/A | 100 | N/A | N/A | N/A | N/A | N/A | 96.79 | N/A | N/A | N/A | N/A | N/A | N/A | 98.9 | N/A |
| | Asian | N/A | 95.5 | 94.5 | 82 | 71.7 | N/A | 0 | N/A | N/A | 97 | 99.8 | N/A | 80.9 | 81 | N/A | 93.53 | 96.4 | N/A | 99.2 | 99.42 | 100 | N/A | 98.3 | 96.1 | |
| | Black/African-American | N/A | 91.9 | 84.2 | 68.6 | 72.7 | N/A | 98 | N/A | N/A | 94.5 | 99.2 | N/A | 76.8 | 66.7 | N/A | 87.54 | 93.69 | 90.77% | 90.9 | 94.7 | 98.19 | 55.21 | 93.7 | 93.25 | |
| | Hispanic/Latino | N/A | 90.9 | 88.1 | 72.6 | N/A | N/A | 68 | N/A | N/A | 97.8 | 98.9 | N/A | 71.6 | 72.2 | N/A | 85.63 | 90.8 | 87.56% | 96.4 | 99.33 | 99.86 | N/A | 93.5 | 94.33 | |
| | Two or More Races/Ethnicities | N/A | 93.6 | 89.7 | 64.9 | 65.8 | N/A | 0 | N/A | N/A | 93.9 | 99.2 | N/A | 76.7 | 74.6 | N/A | 84.45 | 94.95 | 85.22% | 88.7 | 98.19 | 100 | 79.78 | 95.4 | 93.03 | |
| | Pacific Islander | N/A | 97 | 88 | 88.6 | N/A | N/A | 0 | N/A | N/A | N/A | 100 | N/A | N/A | N/A | N/A | N/A | 94.55 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | White | N/A | 90.8 | 91.8 | 70.1 | 89.2 | N/A | 93 | N/A | N/A | 95.8 | 99.4 | 99.39 | 83.4 | 84.4 | N/A | 90.36 | 95.1 | 91.59% | 94 | 98.32 | 99.45 | 84.7 | 96.5 | 94.44 | |
| | Students with Disabilities | N/A | 76.9 | 80.6 | 74 | 80.5 | N/A | 91 | N/A | N/A | 95.7 | 96.7 | N/A | 81.2 | 78.2 | N/A | 86.77 | 87.63 | 86.44% | 91.6 | 97.34 | 98.29 | 70.55 | 94.1 | 94.3 | |
| | English Learners | N/A | 90.4 | 87 | 78.6 | N/A | N/A | 0 | N/A | N/A | 100 | 100 | N/A | N/A | N/A | N/A | 83.28 | 89.7 | 82.84% | 97.7 | 100 | 100 | N/A | 97 | 95.61 | |
| | Economically Disadvantaged | N/A | 82.5 | 82.9 | 65.6 | 73.9 | N/A | 96 | N/A | N/A | 95.8 | 98.4 | 98.49 | 74.1 | 61.8 | N/A | 86.77 | 90.8 | 85.66% | 89.7 | 94.23 | 98.84 | 79.39 | 94 | 93.81 | |
| | Male | N/A | 90 | 85 | 71.5 | 82.5 | N/A | 89 | N/A | N/A | 95.9 | 99.3 | 99.24 | 82.2 | 74.1 | N/A | 89.57 | 92.82 | 89.49% | 91.5 | 97.86 | 99.31 | 83.4 | 95.5 | 94.28 | |
| | Female | N/A | 94 | 86.5 | 69.2 | 74.7 | N/A | 95 | N/A | N/A | 95.7 | 99.3 | 99.74 | 77.8 | 72.7 | N/A | 85.3 | 94.02 | 91.5% | 94 | 98.28 | 99.49 | 83.13 | 96.6 | 93.84 | |