



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

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**TO:** Members of the State Board of Education  
**FROM:** Karen B. Salmon, Ph.D.  
**DATE:** May 25, 2021  
**SUBJECT:** Third Term Performance Metrics, 2020-2021 School Year

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**PURPOSE:**

To review the third term performance metrics, including changes from the second term.

**EXECUTIVE SUMMARY:**

Third term performance metrics were collected from local school systems, covering the period of late January through early/mid-April, 2021. School systems were asked to update the data collected during the first and second terms (Fall and Winter, 2020-2021). School systems were also asked to provide additional information about students who choose to remain fully virtual, and teacher location.

**ACTION:**

Information for discussion.

**ATTACHMENTS:**

Dashboard



# Third Term Performance Metrics 2020-2021



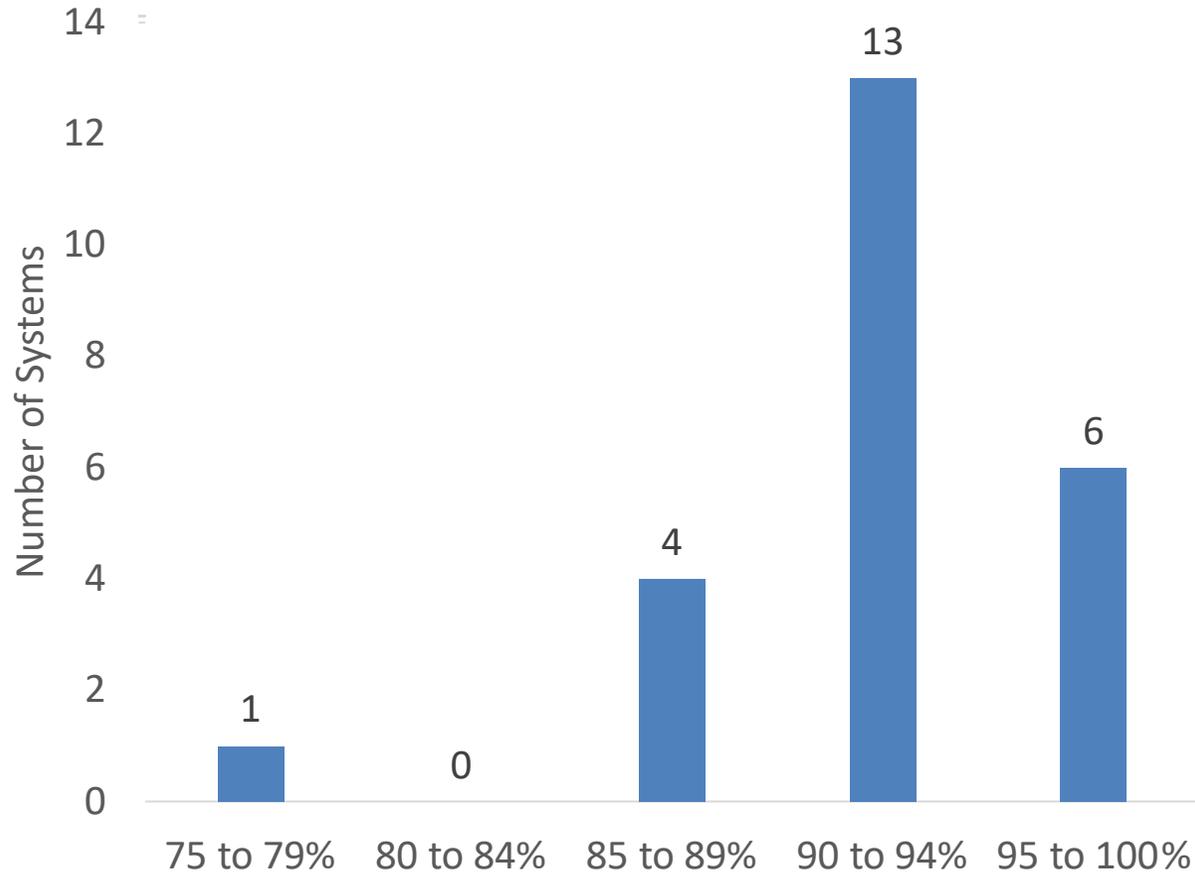
Maryland State Board of Education  
May 25, 2021

## Third Term Performance Metrics: Topics

1. Student attendance and contact
  2. Student course grades
  3. Learning modes, teacher location, and student choice
  4. Narrative response summaries: social-emotional health, extended day, and summer learning
- **Third term lasted from approximately January 28<sup>th</sup> to April 9<sup>th</sup> 2021 (exact dates varied by system)**
  - **All third term data apply to the third marking period only**

# Third Term Attendance Rates, All Students

Percent Attendance, Third Term  
All Students, All Grades



## Percentage Point (pp) Change from Second Term Attendance, Rounded

Increase by ~2 pp (1.5pp increase or more)

Increase by ~1 pp (0.5pp increase or more)

Approximately the same (-0.49 to 0.49pp change)

Decrease by ~1 pp (0.50 to 1.49pp decrease)

Decrease by ~2 pp (1.50 to 2.49pp decrease)

## Number of Systems

3

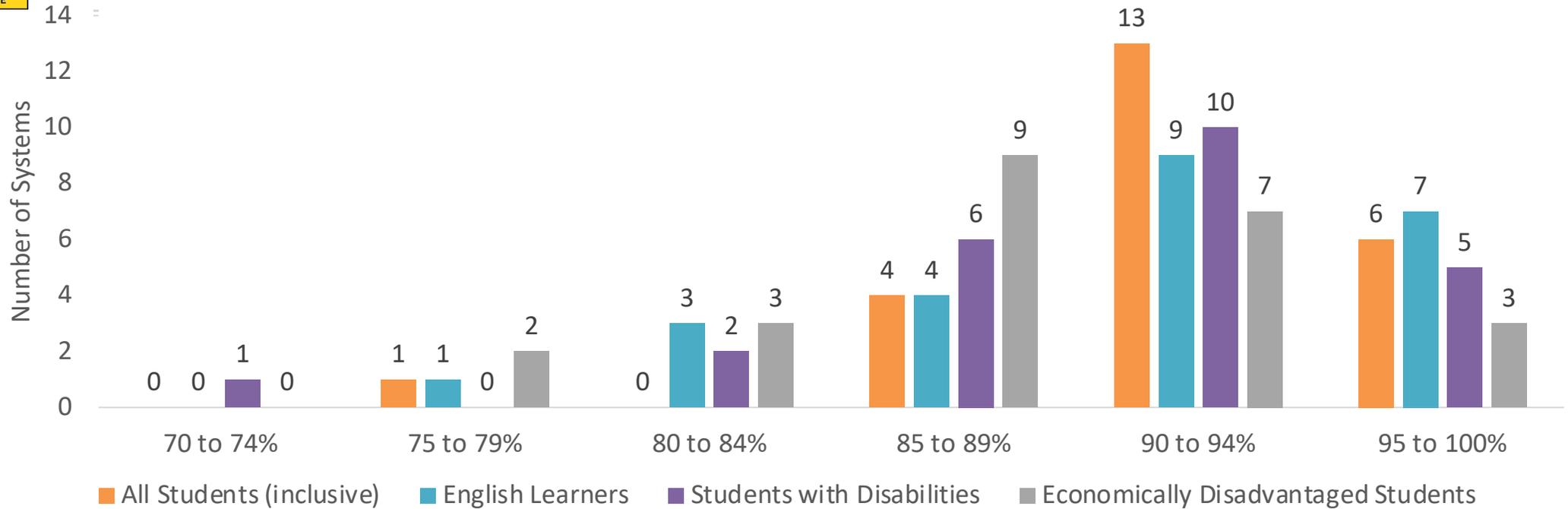
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8

5

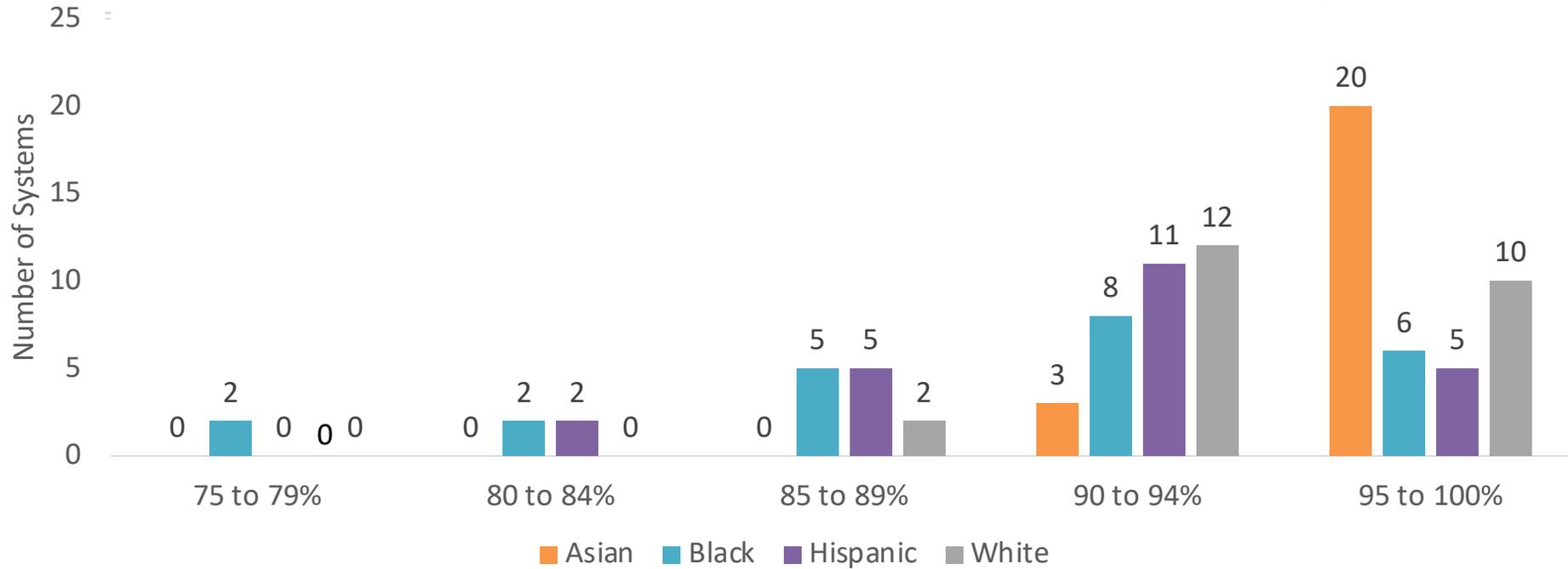
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## Third Term Attendance Rates, by Service Group



Percentage Point (pp) Change from Second Term Attendance, Rounded	Number of Systems			
	All Students	English Learners	Students with Disabilities	Economically Disadvantaged Students
Increase by ~2 pp (1.5pp increase or more)	3	8	9	5
Increase by ~1 pp (0.5pp increase or more)	5	4	5	6
Approximately the same (-0.49 to 0.49pp change)	8	6	4	4
Decrease by ~1 pp (0.50 to 1.49pp decrease)	5	3	4	4
Decrease by ~2 pp (1.50 to 2.49pp decrease)	3	3	2	5

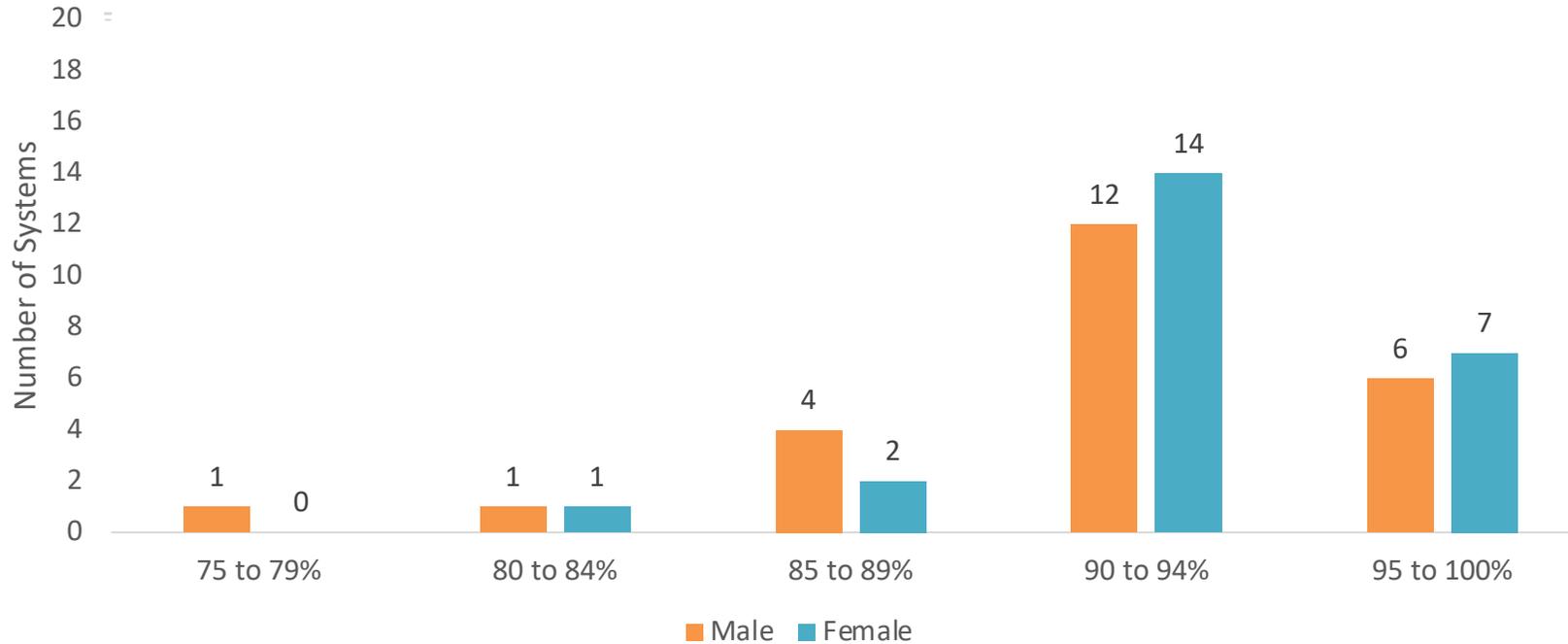
## Third Term Attendance Rates, by Race/Ethnicity



Percentage Point (pp) Change from Second Term Attendance, Rounded	Number of Systems*			
	Asian	Black	Hispanic	White
Increase by ~1 pp (0.5pp increase or more)	3	4	5	1
Increase by ~2 pp (1.5pp increase or more)	2	5	8	6
Approximately the same (-0.49 to 0.49pp change)	10	5	3	9
Decrease by ~1 pp (0.50 to 1.49pp decrease)	7	4	2	4
Decrease by ~2 pp (1.50 to 2.49pp decrease)	1	5	5	4

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

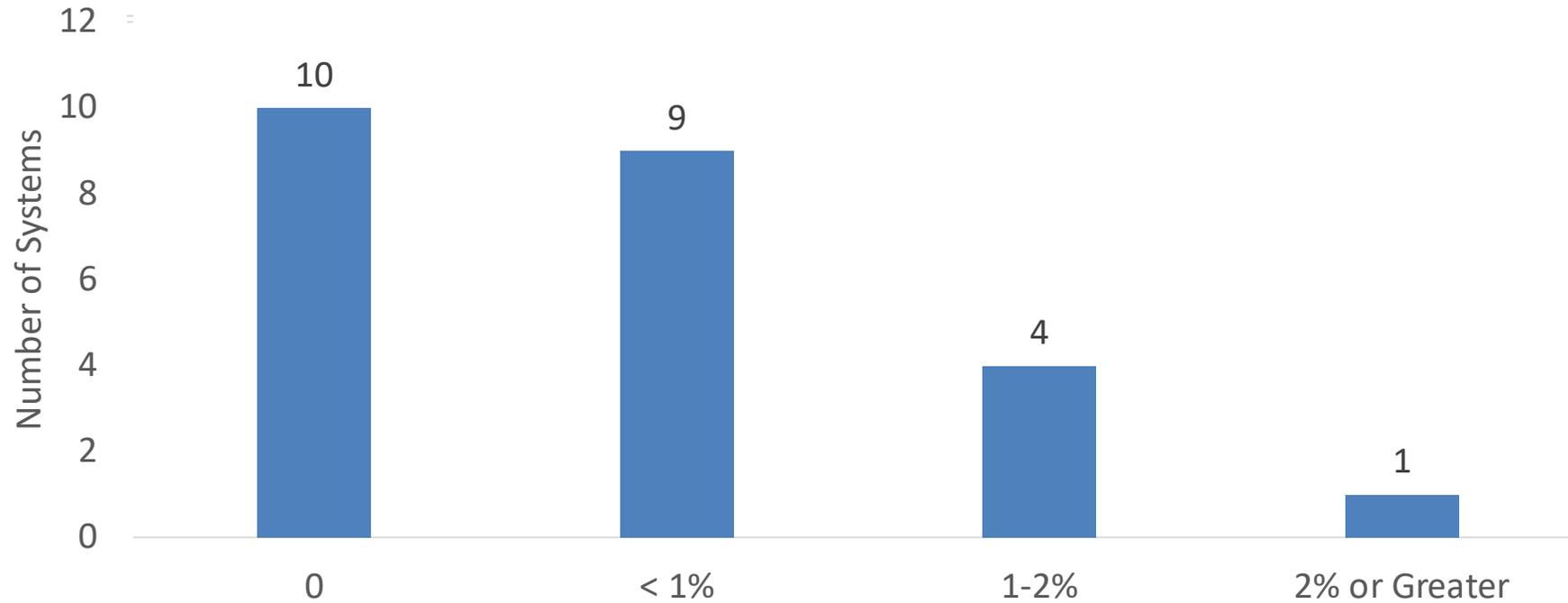
## Third Term Attendance Rates, by Gender



Percentage Point (pp) Change from Second Term Attendance, Rounded	Number of Systems	
	Male	Female
Increase by ~2 pp (1.5pp increase or more)	3	2
Increase by ~1 pp (0.5pp increase or more)	6	4
Approximately the same (-0.49 to 0.49pp change)	6	10
Decrease by ~1 pp (0.50 to 1.49pp decrease)	5	3
Decrease by ~2 pp (1.50 to 2.49pp decrease)	4	5

## Third Term Student Contact

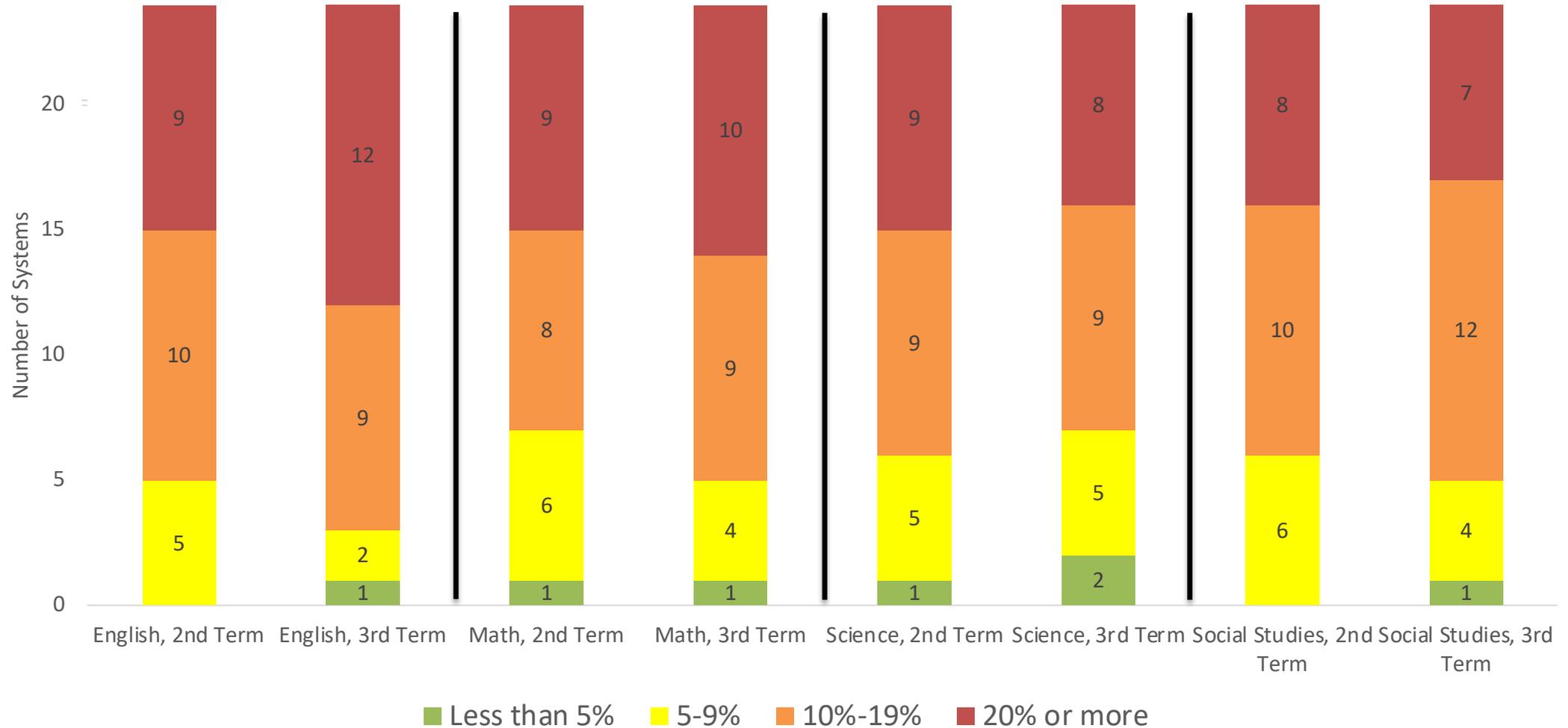
Percent of Enrolled Students with No Contact



Percentage Point (pp) Change from Second Term, Rounded	Number of Systems
<b>Decrease by ~1 pp or more (0.5pp decrease or more)</b>	<b>1</b>
Approximately the same (-0.49 to 0.49pp change)	22
<b>Increase by ~1 pp (0.5pp increase or more)</b>	<b>1</b>

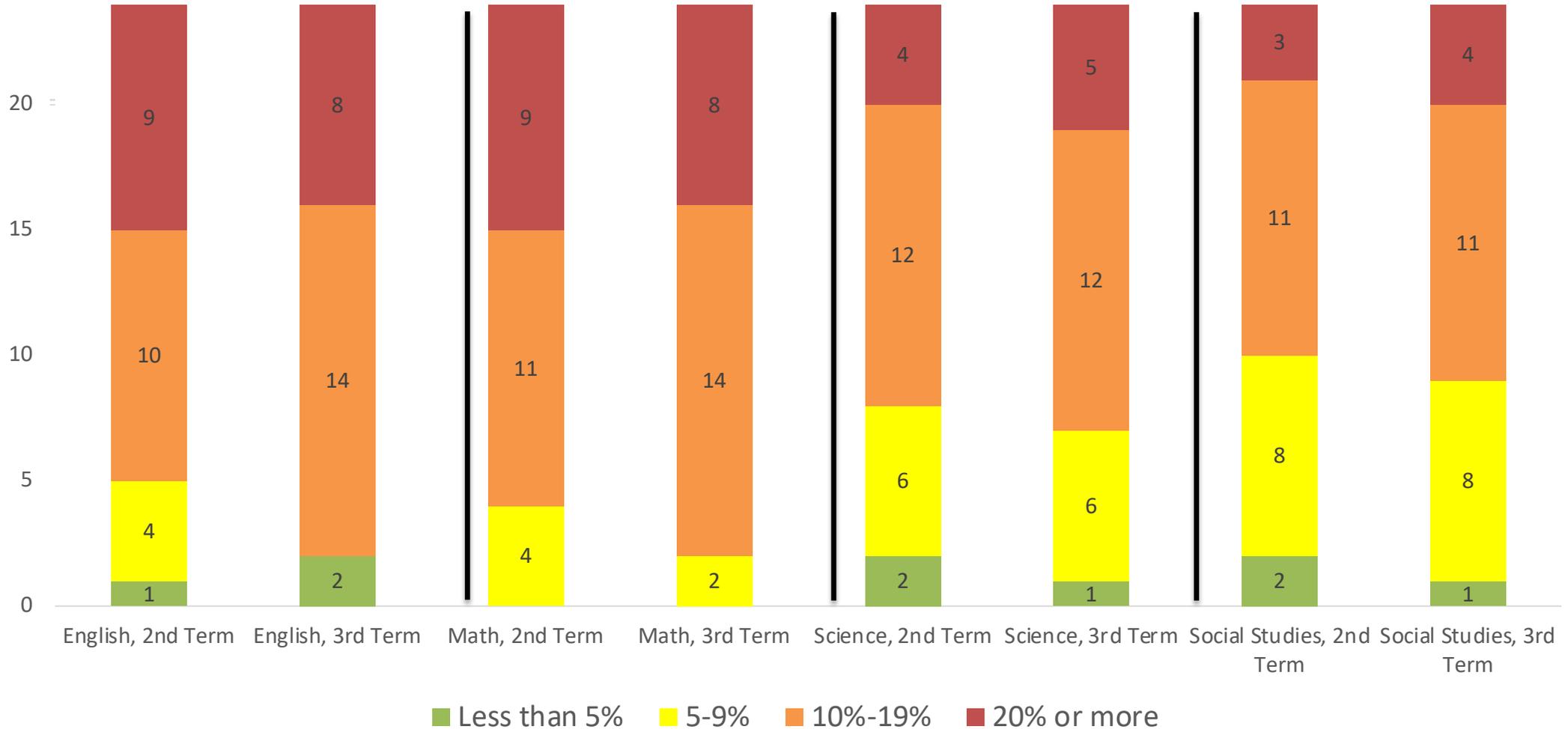
# Third Term Course Grades

Middle School Course Failure Rates by Subject and Term



# Third Term Course Grades

High School Course Failure Rates by Subject and Term



# Third Term Course Grades

Change in Third Term Fail Rate from Second Term	Middle School				High School			
	English	Math	Science	Social Studies	English	Math	Science	Social Studies
Third term rate decreased by more than 25%	6	5	6	6	2	0	2	4
Third term rate decreased by 10-25%	4	7	5	5	3	3	2	1
Third term rate stayed about the same (increased or decreased by less than 10%)	8	6	9	6	7	10	10	10
Third term rate increased by 10-25%	3	3	1	5	5	5	7	4
Third term rate increased by more than 25%	3	3	3	2	6	6	3	5

# Third Term Learning Modes and Teacher Location

## **STUDENT LOCATION** as of the **last day of the third term:**

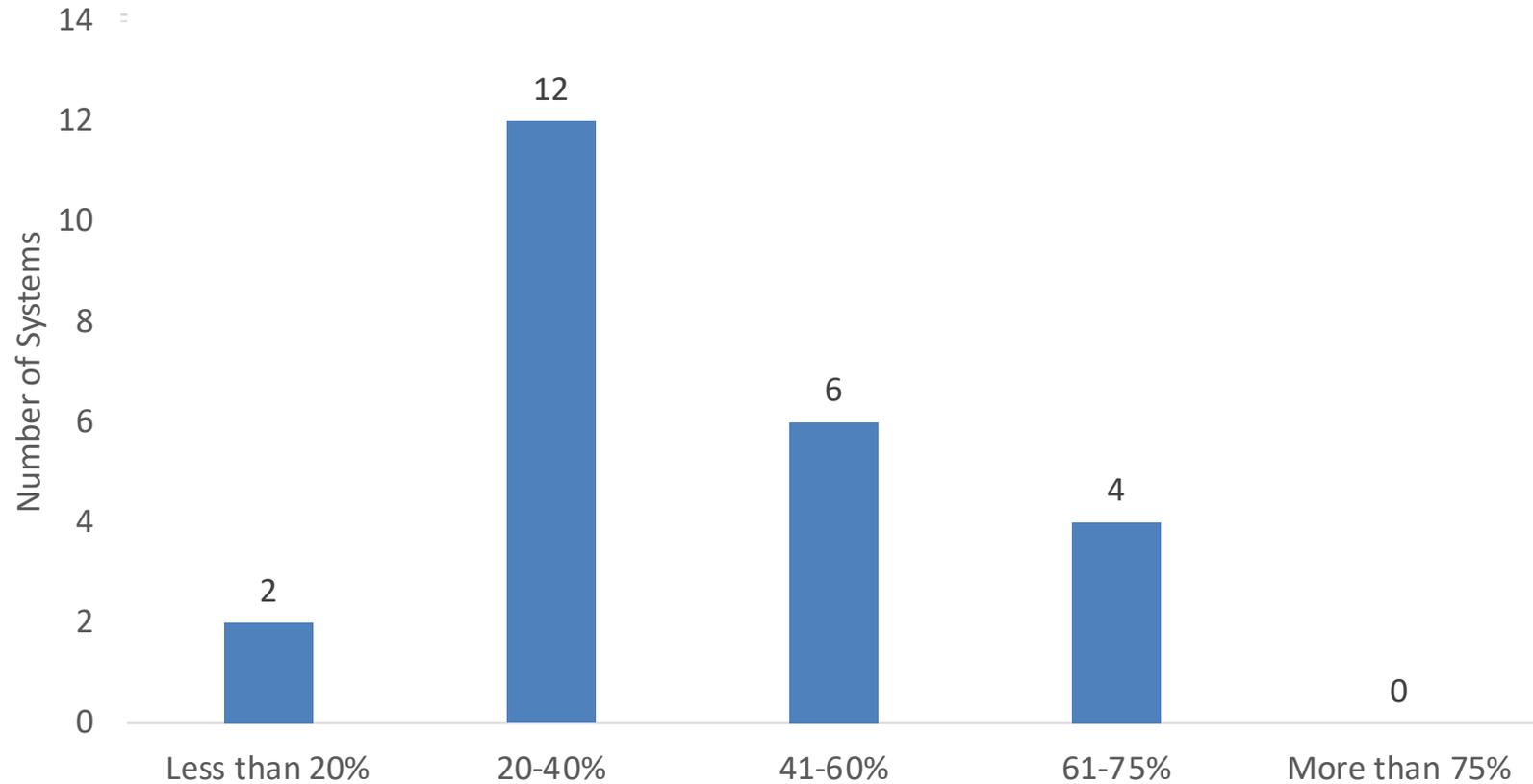
- 6 systems had more than half of students learning fully in-person
- 6 systems had more than half of students learning in hybrid instruction
- 5 systems had more than half of students learning fully virtual
- 7 systems did not have a majority of students in any one learning mode

## **TEACHER LOCATION** as of the **last day of the third term:**

- 23 systems had most teachers (80%+) in the same physical location as in-person students (one system did not report)
- Systems had a very small percent of teachers:
  - Teaching fully virtually, with both students and teachers at “home” (statewide average: ~2%)
  - Teaching from a different location as their in-person students (statewide average: ~3%)

# Third Term In-person Instruction “Opt Out”

Percent of Students Offered Some Form of In-person Instruction but  
Choosing to Remain Fully Virtual



## System Narratives: Social-Emotional Health

**As students have returned to in-person instruction, what have you observed about the social-emotional health of students? How are you addressing what you have observed? Where would you like additional support?**

- Systems reported that students were adjusting well to in-person learning, and had more positive academic and social-emotional outcomes when they were engaging in in-person learning compared to fully virtual instruction.
- Systems added mental health and support staff for students returning to schools and offered small group support and specific social-emotional learning curricula.
- Some systems offered specific staff training to support the social-emotional health of students and some purchased additional technology to support these efforts to implement and monitor learning.
- Many systems stated that even though students and families were excited to return to schools, many experienced anxiety and stress around COVID exposure and in-person interactions.
- Many systems were open to more guidance and resources from MSDE around social-emotional and mental health support; some were engaging with community groups and stakeholders to fill gaps as well.

# System Narratives: Fourth Term Extended Learning Opportunities

Is your school system planning on providing extended day instruction during the fourth term?

18 systems are offering some kind of extended learning opportunities.

- In **11** systems, the extended learning opportunity is formal, structured instruction for specifically-targeted students that takes place beyond the school day.
  - Students are chosen for formal, structured instruction based on specific academic criteria (**10**) and/or LSS service group priorities (**2**).
  - Instruction looks like regularly scheduled tutoring sessions (**5**), academic coaching (**9**), and/or small group instruction (**2**).
  - Instruction can take place after school (**6**) on weekends (**2**)
  - Instruction takes place with a mix of the durations--most last 2 or more days per week (**7**), but only some total five or more hours per week (**4**).
  - Instruction is delivered with a mix of modalities: virtual (**6**), in-person (**6**), and/or hybrid (**5**).
- In **7** systems, the system is offering informal or optional supports
  - Students can be recommended based on specific academic criteria (**3**), LSS service group priorities (**1**), and/or student/parent request (**4**).
- **6** systems are offering formal supports only, **7** systems are offering informal opportunities only, and **5** systems are offering both.

## System Narratives: Summer Learning Opportunities

### Is your school system planning on providing summer learning opportunities?

- All systems are offering some form of summer instruction and programming.
- 23 systems are offering remediation/credit recovery, and 11 are offering enrichment.
- All systems are offering opportunities for elementary and middle grade levels, and 23 are offering instruction to high school students.
- Some systems are prioritizing service groups (students with disabilities and/or English learners), but all are focused on underachieving and struggling students.

Reporting Area	Definition
Third Term Dates	Start Date
	End Date
Outbreaks and Closures	# of buildings closed due to COVID on the last day of the third marking period
	# of COVID outbreaks among students
	# of COVID outbreaks among teachers
	% of schools where teacher and student were physically present for instruction on the last day of the third marking period
Learning Mode, Students, as of last day of third marking period	% of students in fully face-to-face, in-person instruction with their teacher(s)
	% of students in hybrid instruction
	% of students in fully virtual instruction
	% of students in other learning model
	% of students offered some form of in-person instruction but have chosen to remain fully virtual
Teachers location as of last day of third period	% of teachers teaching a fully in-person model in the same classroom or other physical space as the students
	% of teachers teaching a fully in-person model, not in the same classroom or other physical space as the students (students are together in a classroom, but the teacher of record is not physically in the room with the students, even if the teacher is elsewhere in the school building)
	% of teachers teaching a hybrid model (some students in-person, some students virtual) in the same classroom or other physical space as any students who are in-person
	% of teachers teaching a hybrid model (some students in-person, some students virtual) but not in the same classroom or other physical space as any students who are in-person (any in-person students are together in a classroom, but the teacher of record is not physically in the room with the students, even if the teacher is elsewhere in the school building)
	% of teachers teaching a fully virtual model from their classrooms (all students are at home while the teacher is in the classroom/school building)
	% of teachers teaching a fully virtual model from home (all students and the teacher are at home or other non-school location)
	Other model/location
	% of schools had supplies necessary to keep the school clean

Safety Protocols	% of schools had daily cleaning of used classrooms during the third term
	% of schools had masks available for teachers and students
	% of schools had gloves available for each classroom
	% of schools had hand sanitizer available for each classroom
Engagement in Extracurricular Activities	% of schools held in-person interscholastic competitions and practices?
	% of schools held in-person fine arts related, service-oriented, and/or miscellaneous extracurricular activities?
Student Grades: Elementary School	# of elementary school students earning a failing grade in English in the third marking period in 2020-2021
	# of elementary school students earning a failing grade in Math in the third marking period in 2020-2021
	# of elementary school students earning a failing grade in English in the third marking period in 2019-2020
	# of elementary school students earning a failing grade in Math in the third marking period in 2019-2020
Student Grades: Middle School	# of middle school students earning a failing grade in English in the third marking period in 2020-2021
	# of middle school students earning a failing grade in Math in the third marking period in 2020-2021
	# of elementary school students earning a failing grade in Science in the third marking period in 2020-2021
	# of elementary school students earning a failing grade in Social Studies in the third marking period in 2020-2021
	# of middle school students earning a failing grade in English in the third marking period in 2019-2020
	# of middle school students earning a failing grade in Math in the third marking period in 2019-2020
	# of middle school students earning a failing grade in Science in the third marking period in 2019-2020
	# of middle school students earning a failing grade in Social Studies in the third marking period in 2019-2020
	# of high school students earning a failing grade in English in the third marking period in 2020-2021
	# of high school students earning a failing grade in Math in the third marking period in 2020-2021
	# of high school students earning a failing grade in Science in the third marking period in 2020-2021

Student Grades: High School	# of high school students earning a failing grade in Social Studies in the third marking period in 2020-2021
	# of high school students earning a failing grade in English in the third marking period in 2019-2020
	# of high school students earning a failing grade in Math in the third marking period in 2019-2020
	# of high school students earning a failing grade in Science in the third marking period in 2019-2020
	# of high school students earning a failing grade in Social Studies in the third marking period in 2019-2020
Instructional Days	# of instructional days online learning was available
	# of instructional days in-person learning was available
In a typical five day week during the third marking period, how many total hours of synchronous instructional time were provided to students?	Kindergarten
	First Grade
	Second Grade
	Third Grade
	Fourth Grade
	Fifth Grade
	Sixth Grade
	Seventh Grade
	Eighth Grade
	Ninth Grade
	Tenth Grade
	Eleventh Grade
Twelfth Grade	
Contact	% of students enrolled during the third term for which attempts at contact have been unsuccessful
Training	% of staff received training on appropriate health/hygiene/cleaning procedures at end of third term
Third marking period attendance rate for the entire school system	All students
	American Indian/Alaskan Native
	Asian
	Black/African-American
	Hispanic/Latino
	Two or More Race/Ethnicities
	Pacific Islander
	White
	Students with Disabilities
	English Learners
	Economically Disadvantaged
Third marking period attendance rate	Male
	Female
Third marking period attendance rate	All students
	American Indian/Alaskan Native
	Asian
	Black/African-American
	Hispanic/Latino
	Two or More Races/Ethnicities

Third marking period attendance rate for elementary schools	Pacific Islander
	White
	Students with Disabilities
	English Learners
	Economically Disadvantaged
	Male
	Female
Third marking period attendance rate for middle schools	All students
	American Indian/Alaskan Native
	Asian
	Black/African-American
	Hispanic/Latino
	Two or More Races/Ethnicities
	Pacific Islander
	White
	Students with Disabilities
	English Learners
	Economically Disadvantaged
	Female
Third marking period attendance rate for high schools	All students
	American Indian/Alaskan Native
	Asian
	Black/African-American
	Hispanic/Latino
	Two or More Races/Ethnicities
	Pacific Islander
	White
	Students with Disabilities
	English Learners
	Economically Disadvantaged
	Female
Third marking period attendance rate for schools with combined grade spans	All students
	American Indian/Alaskan Native
	Asian
	Black/African-American
	Hispanic/Latino
	Two or More Races/Ethnicities
	Pacific Islander
	White
	Students with Disabilities
	English Learners
	Economically Disadvantaged
	Female

Allegany	Anne Arundel	Baltimore City	Baltimore County	Calvert	Caroline
02/02/2021	02/02/2021	01/29/2021	02/01/2021	01/29/2021	02/01/2021
04/08/2021	04/14/2021	04/12/2021	04/16/2021	04/08/2021	04/08/2021
0	0	0	0	0	0
1	0	1	7	0	1
0	0	3	0	0	0
100	100	97.5	100	100	100
0	0	0.1	0	8%	0
0	38	21.3	49.9	54	70
25	62	78.5	50.1	37%	30
75	0%	0	0%	1%	0
25	61%	74.3%	50.1	37%	30
0	0%	0	0%	4.7	1%
0	0%	0	0%	0	0
97	87%	93.2%	100%	85.3	98%
0	5%	0	0%	0.2	1%
0	0%	0	0%	4.5	0
3	8%	0	0%	5.3	0
0	0%	6.8	0%	0	0
100	100%	100	100%	100%	100

100	100%	100	100%	100%	100
100	100%	100	100%	100%	100
100	100%	100	100%	100%	100
100	100%	100	100% at each school	100%	100
100	100%	11.9%	100%	100%	100
100	19%	8.8%	100%	23%	40%
87	1972	9767	1609	259	131
83	1445	9240	1905	279	135
12	357	4051	0	29	43
9	298	4023	0	15	31
367	1975	5879	6986	304	359
355	2190	5863	5878	203	192
401	2205	5347	5306	289	282
312	2001	5927	5592	348	260
100	345	1957	764	95	60
137	477	2097	534	75	52
114	284	1459	379	75	41
173	320	1543	614	101	42
398	3419	8003	4985	603	209
546	3917	7385	5096	668	233
401	3093	6187	4525	492	149

274	2690	5578	3976	448	126
169	694	4282	1157	361	79
270	1048	4164	1244	528	69
173	615	3224	667	250	60
114	571	3126	1120	247	48
45	44	46	48	43	45
45	44	46	29	43	38
22.5	20	12 hrs 35 min	10.3	24	24
22.5	20	17 hrs 15 min	18.4	24	24
22.5	20	17 hrs 15 min	22.7	24	24
22.5	22.5	17 hrs 15 min	22.7	24	24
22.5	22.5	17 hrs 15 min	24.7	24	24
22.5	22.5	17 hrs 15 min	24.7	24	24
20	20.1	22 hrs 55 min	24.3	18	24
20	20.1	22 hrs 55 min	24.3	18	24
20	20.1	22 hrs 55 min	24.3	18	24
20	22.5	24 hrs 40 min	24.3	20	24
20	22.5	24 hrs 40 min	24.3	20	24
20	22.5	24 hrs 40 min	24.3	20	24
20	22.5	24 hrs 40 min	24.3	20	24
1	0	0.69	0	0	1
100	100%	87%	100%	100%	100
94	93.53%	79	93.6%	92.4	88.8
97	91.68%	79.8	92.2%	95.8	n/a
97	96.27%	93.1	96.6%	96.1	93.7
90	91.70%	77.2	92.6%	90	83.7
n/a	92.31%	82.9	91.2%	93	85.6
n/a	93.49%	85.7	92.0%	91.5	85.2
96	92.83%	87.1	93.3%	96.8	n/a
96	94.50%	87.3	95.3%	93	91.4
92	90.81%	73	91.2%	90.2	85.9
99	92.47%	81.8	90.8%	91.2	83.3
91	87.99%	75.3	89.7%	88.4	84.1
93	93.11%	77.6	93.1%	91.9	88.1
94	93.96%	80.5	94.0%	92.9	89.5
93	95.30%	79.8	92.3%	92.6	87.8
95	92.53%	83.3	90.3%	95	n/a
98	97.43%	93.1	95.7%	96.1	94.2
90	93.26%	78.5	90.6%	90.2	81
n/a	94.98%	88.9	90.8%	93.8	86
n/a	95.22%	81.8	90.5%	92.1	84.3

97	97.41%	91.6	89.2%	96.7	n/a
93	96.25%	85.8	94.5%	93	91
90	93.39%	77.1	89.4%	91.5	85.3
99	95.22%	89.9	91.8%	92.8	85.8
91	90.37%	77.4	87.7%	90	83.2
93	95.15%	79.4	91.9%	92.4	87.1
94	95.55%	80.2	92.7%	92.9	88.5
94	94.16%	69.3	97.2%	92.3	89.9
97	92.29%	n/a	94.5%	96.5	n/a
98	96.88%	n/a	99.1%	96.6	95.4
92	92.50%	68.4	97.0%	90.1	87.2
n/a	93.10%	81.7	96.1%	93	84.5
n/a	93.44%	n/a	96.3%	91.3	87.5
94	91.11%	n/a	98.5%	97.7	n/a
94	95.18%	64.6	97.9%	92.8	92.3
92	92.13%	66.2	95.8%	89.8	85.9
100	92.22%	92.3	95.6%	88.2	78
91	88.39%	66.2	95.4%	87.8	86
94	93.90%	68.6	97.2%	92.3	89.5
94	94.43%	70.1	97.3%	92.3	90.3
94	90.35%	68.7	92.9%	92.4	89.5
98	89.40%	68.3	94.1%	96.1	n/a
96	94.23%	92.6	96.7%	96.4	91.5
89	88.60%	67.7	92.1%	89.7	85.2
n/a	86.71%	65.4	88.2%	92.1	85.6
n/a	90.38%	83.6	91.6%	91.2	84.9
98	90.38%	81.8	93.5%	96.5	n/a
94	91.91%	80.2	95.0%	93.1	91.7
93	88.37%	59.8	90.8%	88.7	87.2
98	83.39%	58.1	84.9%	87.7	79.8
90	83.13%	63.1	88.6%	86.3	84.3
93	89.58%	64.8	92.1%	91.2	88.5
95	91.12%	72.5	93.7%	93.5	90.5
n/a	91.70%	83.7	90.6%	85.9	n/a
n/a	90.89%	83.8	92.5%	N/A	n/a
n/a	94.80%	93.5	93.5%	83.7	n/a
n/a	91.70%	81.8	88.0%	86	n/a
n/a	91.53%	87.6	92.4%	N/A	n/a
n/a	92.86%	87.5	88.9%	66.7	n/a
n/a	78.61%	87.7	100%	N/A	n/a
n/a	90.92%	90.3	90.9%	92.4	n/a
n/a	91.19%	78.4	88.1%	85.9	n/a
n/a	92.70%	86.8	90.8%	N/A	n/a
n/a	83.60%	80.1	89.1%	81.5	n/a
n/a	89.98%	82.9	90.5%	88.4	n/a
n/a	93.81%	84.6	90.6%	70.9	n/a

Carroll	Cecil	Charles	Dorchester	Frederick	Garrett	Harford
02/01/2021	01/28/2021	01/28/2021	01/27/2021	01/28/2021	01/27/2021	01/24/2021
05/09/2021	04/09/2021	03/29/2021	04/01/2021	04/09/2021	04/01/2021	03/31/2021
0	0	0	0	0	0	0
2	3	0	0	8	0	1
1	0	2	0	5	3	0
100%	100	100	100	100	100	100%
75	72	13	0	0	86	0%
0	0	0	49	61	0	62%
25	28	87	51	39	14	38%
0	0	0	0	0	0	0
25	28	52.7	51	39	14%	38%
90	3	0	0	0	26%	3.9%
0	0	0	0	0	.005%	0%
0	97	100	99	97	73%	95.1%
10	0	0	0	3	0	0%
0	0	0	1	0	0	1%
0	0	0	0	0	0	0%
0	0	0	0	0	0	0
100	100	100	100	100	100%	100%

100	100	100	100	100	100 %	100%
100	100	100	100	100	100 %	100%
100	100	15	100	As needed	100 %	100%
100	100	100	100	100	100%	100%
100	100% of high schools	100	17	100	100% of high schools	100%
100	50	20	17	100	100 % of high schools	100%
171	473	569	0	287	104	329
200	402	563	0	287	106	241
10	132	89	0	10	32	72
14	138	115	0	19	32	58
260	715	830	387	1172	82	1586
521	720	872	394	1021	67	1478
140	585	643	331	896	44	1404
120	641	668	370	939	39	1519
25	315	260	63	222	11	441
52	325	305	102	288	18	447
13	306	253	68	313	16	375
13	310	254	77	161	16	329
312	956	1508	321	1407	145	2651
734	839	1608	306	1712	171	2564
201	695	1440	263	1178	73	2166

250	749	1131	235	1053	59	2083
128	436	513	86	509	30	1058
194	289	593	121	906	34	1097
40	354	495	91	484	6	786
26	411	484	123	378	7	788
45	45	41	45	43	45	46
36	45	6	27	32	24	46
31.5	10	13	25	23	22	25
31.5	24	16	25	23	22	25
31.5	24	16	25	23	22	25
31.5	24	16	25	23	22	25
31.5	24	16	25	23	22	25
31.5	24	16	25	23	22	25
31.5	28	16	24	24	24.33	24
31.5	28	16	24	24	24.33	24
31.5	28	16	24	24	24.33	24
31.5	28	16	25.5	25	24	24
31.5	28	16	25.5	25	24	24
31.5	28	16	25.5	25	24	24
31.5	28	16	25.5	25	24	24
1	1	0	0.1	0.16	0	0.0009
100	100	100	100	100	100%	100%
93.3	86.4	94.27	84.55	99.3	91.86%	93.5
94.2	76.6	94.16	81.5	99.4	NA	91
96.1	91.8	97.76	94.73	99.7	NA	97
89.6	81.6	93.95	78.32	99.1	89.16%	89.8
89.3	80.6	93.79	87.7	98.6	90.18%	91.7
n/a	82.7	94.11	81.7	99.2	87.73%	90.7
93.6	91.8	96.89	-	99.1	NA	95.1
94	87.2	94.9	90.39	99.5	91.96%	95.1
89.3	84.9	92.11	82.9	98.6	89.97%	89.8
83.9	77.9	91.73	87.76	98.1	86.30%	89.7
85.6	81	92.52	78.56	98	89.03%	86.4
92.7	85.1	93.89	84.19	99.2	91.07%	93
94	87.2	94.68	84.93	99.4	92.70%	94
94.1	87.9	95.39	84.69	99.6	94.33%	93
n/a	89.9	95.62	76.84	99.2	NA	90.2
n/a	91.9	98.56	95.63	99.8	NA	96.6
n/a	81.2	94.88	79.02	99.4	89.16%	87.9
n/a	89.4	94.93	87.49	99.5	90.18%	92
n/a	83.6	95.49	82.34	99.3	87.73%	89.8

n/a	91.9	98.94	-	97.8	NA	94.1
n/a	89.1	96.46	90.98	99.7	91.96%	94.9
n/a	86	94.58	82.7	99	89.97%	89.7
n/a	90	93.76	87.98	99.5	86.30%	90.8
n/a	83.3	93.62	79.72	98.8	89.03%	84.9
n/a	87.8	95.18	84.37	99.5	91.07%	92.7
n/a	88	95.63	85.02	99.7	92.70%	93.4
93	89.1	95.15	86.57	99.6	93.29%	94.6
n/a	68.4	97.09	-	98.9	NA	91.5
n/a	96.1	98.27	96.45	99.8	NA	97.3
n/a	85.4	94.93	82.66	99.5	NA	92.9
n/a	86.1	94.9	90.18	99.3	97.41%	93.1
n/a	86	94.86	87.23	99.7	89.87%	92.8
n/a	96.1	95.33	-	99.8	NA	96.2
n/a	90.3	95.54	91.04	99.7	93.27%	95.4
n/a	87.4	92.76	83.2	99.1	89.87%	90.9
n/a	84.1	91.88	90.45	99.1	NA	91.7
n/a	83.3	92.52	82.13	98.9	90.22%	87.1
n/a	88.4	95	86.58	99.6	92.63%	94.3
n/a	89.8	95.31	86.55	99.7	94.01%	94.9
92.9	86.1	92.24	81.33	98.6	87.14%	93.7
n/a	79.7	91.48	82.98	99.9	NA	93.9
n/a	92.3	96.52	91.84	99.3	NA	97.1
n/a	82.4	92.13	72.66	98.3	NA	90.8
n/a	81.8	90.94	85.39	96.6	82.30%	90.5
n/a	81	91.23	74.42	98.8	79.28%	91.2
n/a	92.3	96.72	-	99.2	NA	96.3
n/a	87.3	92.68	88.34	99.3	87.37%	95
n/a	84.9	88.67	81.78	97.7	85.31%	90.9
n/a	77.7	84.82	82.13	93.1	NA	85.5
n/a	77.8	91.42	71.38	95.8	81.88%	87.1
n/a	85.1	91.4	80.58	98.5	85.71%	92.7
n/a	87.2	93.1	82.13	98.9	88.72%	94.7
n/a	n/a	N/A	93.89	99.2	95.76%	77.8
n/a	n/a	N/A	-	100	NA	n/a
n/a	n/a	N/A	-	99.6	NA	n/a
n/a	n/a	N/A	-	99.3	NA	73.8
n/a	n/a	N/A	-	98.9	NA	69
n/a	n/a	N/A	92.46	99.3	NA	76.3
n/a	n/a	N/A	-	100	NA	n/a
n/a	n/a	N/A	93.83	99.2	95.91%	82.3
n/a	n/a	N/A	93.8	96.6	NA	79.2
n/a	n/a	N/A	-	99.8	NA	n/a
n/a	n/a	N/A	89.37	98.2	93.22%	69.9
n/a	n/a	N/A	94.35	99.2	95.77%	79.1
n/a	n/a	N/A	93.43	99.2	95.75%	76

Howard	Kent	Montgomery	Prince George's	Queen Anne's	Somerset	St. Mary's
01/29/2021	01/29/2021	02/01/2021	01/28/2021	01/28/2021	02/08/2021	01/25/2021
04/14/2021	04/14/2021	04/15/2021	04/09/2021	04/01/2021	04/09/2021	04/09/2021
0	0	0	0	0	0	0
8	0	0	0	0	0	2
4	0	0	0	0	0	1
100	100	100	100%	100%	100	100
8.7	21	0	0%	0%	56	
39.57	40	0	30%	74.50%	1	76.2
51.73	39	68	70%	25.50%	43	23.8
0	0	32	0%	0	0	0
51.73	39%	68	70%	25.5%	43	23.8
1	36	system did not report	0%	0%	0	0
0	0	system did not report	0%	0%	0	0
84	44	system did not report	98%	95%	98	100
14	3	system did not report	2%	4%	0	0
1	17	system did not report	0%	<1%	2	0
0	0	system did not report	0%	<1%	0	0
0	0	system did not report	0%	0	0	0
100	100%	100	100%	100%	100	100

100	100	100	100%	100%	100	100
100	100	100	100%	100%	100	100
100	100	100	100%	100%	100	100
100	100	100	100%	100%	100	100
16	20	100% of the high schools	0%	100% of high schools	22	100
16	100	72% of high schools, 10% of middle schools	0%	78.5%	0	100% of high schools
502	5	2026	6712		135	
437	3	2578	5682		138	
635	2	799	2025		49	
489	7	653	1420		87	
555	82	3771	7681	257	152	849
535	89	3313	6497	239	157	720
570	60	3503	5806	245	168	817
675	62	3757	6757	272	142	793
609	10	882	1959	50	71	590
468	11	774	2072	63	89	641
458	5	726	1908	85	85	533
566	12	862	2055	45	47	558
768	74	6721	9593	347	231	1548
971	86	7491	9220	260	308	1713
924	40	6061	8388	279	227	1188

885	37	5493	7864	231	212	1328
578	11	1759	4835	79	103	1035
1122	25	1872	5301	112	201	1292
827	7	1335	4755	104	120	707
494	10	1336	4468	57	115	814
48	45	46	45	44	42	44
30	45	19	3	25	42	37
17.7	20	21.5	12.25	22	35	18.75
18.3	20	21.5	12.25	24	35	18.75
18.3	18	21.5	12.25	24	35	18.75
18	16.7	21.5	12.25	24	35	18.75
18.7	18	21.5	22.5	24	35	18.75
18.3	18.7	21.5	22.5	24	35	18.75
17.7	17.5	25	22.5	28	35	18.25
17.7	17.5	25	20	28	35	18.25
17.7	17.5	25	20	28	35	18.25
17.7	25	25	20	26.25	35	18.75
17.7	25	25	20	26.25	35	18.75
17.7	25	25	20	26.25	35	18.75
17.7	25	25	20	26.25	35	18.75
0.13	0.05	0.9	0	0	0	3.5
100	100 % in-person staff		100	100%	100	100
97.2	90	95.34	92.11	92.49%	91.1	96.87
97.5	89	93.93	92.97	86.59%	na	96.87
98.8	97	98.26	95.57	95.2%	97.4	96.87
95.2	85	94.84	92.58	86.2%	90.1	96.87
95.8	90	92.38	90.85	89.21%	93	96.87
97.1	87	96.58	93.27	88.69%	91.9	96.87
94.5	n/a	96.23	93.68		100	96.87
98.2	91	97.62	94.39	93.69%	91.6	96.88
95.6	87	93.09	89.96	89.56%	89.4	96.88
95.7	88	92.23	90.71	86.92%	95.8	96.87
91.7	86	90.61	90.78	85.47%	89.2	96.87
97.1	89	94.95	91.33	91.63%	90.5	96.87
97.5	90	95.75	92.91	93.39%	91.8	96.87
97.1	88	96.1	93.73	94.51%	90.8	96.6
96.8	81	93.55	93.1		na	96.79
98.6	92	98.55	96.06	97.1%	96	96.19
94.7	82	95.45	93.47	89.88%	90.3	94.29
95.8	88	94.08	93.69	91.5%	93.6	96.79
97.1	85	97.12	94.58	90.69%	92.3	95.43

94	n/a	96.67	95.84		NA	
98.2	91	97.92	95.4	95.71%	90.4	97.35
95.5	86	94.13	92.33	93.61%	90.1	95.57
96.4	93	94.35	93.56	89.94%	95.1	97.32
91.2	84	91.79	92.86	89.17%	89.4	93.55
96.9	87	95.87	93.44	94.24%	90.4	96.41
97.2	88	96.36	94.03	94.79%	91.4	96.69
98	87	95.59	90.82	92.22%	90.3	98.09
99	n/a	95.8	90.25		na	
99.3	99	98.51	95.15	>95%	99.2	99.38
96.6	83	94.85	91.32	81.62%	87.6	97.56
97.1	86	92.97	89.59	87.65%	91.3	98.48
98.1	83	96.52	92.16	87.32%	92.8	97.01
96.4	n/a	95.42	93.07		na	n/a
98.6	89	97.72	93.78	93.69%	92.7	98.3
96.5	84	92.95	88.95	89.54%	85.9	97.42
96.5	74	91.51	88.33	82.13%	97.7	97.23
93.4	83	90.41	89.39	83.19%	88	96.52
97.9	87	95.28	89.96	91.9%	91.1	98
98.1	87	95.92	91.72	92.57%	89.4	98.19
97.2	95	94.15	89.18	90.38%	na	96.41
98	98	92.93	92.75		na	97.73
98.9	100	97.84	94.4	90.91%	na	97.67
95.4	92	94.15	90.76	84.32%	na	93.58
94.9	96	89.35	85.81	84.44%	na	95.24
96.5	93	95.8	90.26	87.07%	na	95.92
93.3	n/a	95.6	90.23		na	98.64
98.2	95	97.22	91.91	91.63%	na	97.3
96.1	92	91.86	87.13	83.47%	na	95.42
92.8	98	85.44	82.9	79.49%	na	92.53
91.9	93	88.59	87.34	80.11%	na	93.32
97	94	93.48	87.5	88.36%	na	96.25
97.4	95	94.87	90.88	92.47%	na	96.58
76.3	n/a	90.14	94.8	90.54%	91.9	97.31
n/a	n/a		97	N/A	na	n/a
79.8	n/a	95.92	97.16	N/A	98.9	98.4
69.5	n/a	86.08	94.92	86.2%	90.9	92.62
74.3	n/a	91.48	93.36	91.48%	92.7	97.8
86.7	n/a	87.85	95.87	84.26%	90.7	98.11
n/a	n/a		95.72	N/A	100	n/a
85.4	n/a	92.04	95.87	91.13%	92.6	97.64
80.6	n/a	89.74	89.85	84.36%	90.5	95.75
n/a	n/a	93.64	93.08	86.01%	96.2	98.4
63.2	n/a	87.43	92.74	85.01%	89.4	91.64
74.3	n/a	91.44	94.39	89.73%	95.4	96.93
80	n/a	87.38	95.23	91.25%	89.4	97.68

Talbot	Washington	Wicomico	Worcester
02/01/2021	01/26/2021	02/01/2021	02/01/2021
04/01/2021	03/31/2021	04/08/2021	04/09/2021
0	0	0	0
0	6	1	2
0	2	0	0
100%	100%	100	100
35%	72.69%	49.95	86.9
35%	0	2.43	0
30%	27.31%	47.62	13.1
0	0	0	0
30%	27.3	47.62	13.1
63%		2	7.6
0		0	0
25%	100% of teachers were teaching in their buildings. By the end of the third marking period every student had the opportunity to return. We do not track which teachers have all their students back in person or which teachers are teaching concurrently.	96	92.4
0		0	0
12%		2	0
<0.5		0	0
0		0	0
100%	100%	100	100

100%	100%	100	100
100%	100%	100	100
100%	100%	100	100
100%	100%	100	100
100%	100%	100% of our high schools	100
100%	100% had opportunity	100% of our high schools	85.7
20		1156	45
19		1304	47
2		350	11
4		431	4
167	1693	1001	169
112	1621	854	148
173	1521	424	119
173	1499	457	99
44	717	269	39
32	745	276	20
73	736	274	27
35	784	301	30
225	1558	691	300
206	1571	780	242
154	1330	587	110

118	1169	521	176
63	663	529	96
73	818	671	115
53	533	550	39
57	527	331	68
43	14	45	47
43	32	45	47
17.5	32.5	17	16.25
17.5	32.5	17	17.25
17.5	32.5	17	16.75
17.5	32.5	17	16
17.5	32.5	17	21.75
17.5	32.5	17	24.16
17.5	32.5	24	22.83
17.5	32.5	24	25
17.5	32.5	24	25
26	32.5	24.6	15.25
26	32.5	24.6	15.25
26	32.5	24.6	15.25
26	32.5	24.6	15.25
0	0	0.0001	0.5
100%	100%	100	100
98.1	89.41	91.59	95.79
< 10 students	89.36	91.23	97.87
99.6	96.3	97.65	96.8
98	85.14	88.32	94.64
97.2	88.57	91.68	95.44
98.3	83.76	91.35	93.36
< 10 students	92.59	87.6	NA
98.5	91.14	94.33	94.44
97.8	84.32	88.89	94.94
97.1	90.28	89.62	95.76
97.4	84.32	89.12	94.08
97.9	88.79	91.36	95.77
98.4	90.04	91.84	95.92
99.4	90.23	93.02	94.73
< 10 students	88.72	80.87	NA
99.7	95.93	96.81	98.02
99.1	86.74	89.17	91.29
99.6	90.08	96.61	94.92
99	85	92.2	93.21

< 10 students		86.63	NA
99.4	91.84	94.87	95.72
99	86.63	91.83	93.9
99.8	90.23	94.99	96.58
99.2	85.76	90.57	92.64
99.4	90.08	93.26	94.46
99.3	90.39	92.77	95.04
98.2	90.2	93.77	95.21
< 10 students		95.31	NA
99.3	97.22	97.54	99.15
98	86.33	91.92	93.26
98	88.8	95.76	95.3
98.8	85.86	93.83	93.97
< 10 students	n/a	95.1	NA
98.2	91.89	94.74	95.57
97.7	87.63	91.76	94.11
97.6	92.02	97	94.29
97.6	85.58	92.04	92.83
97.8	89.73	94.19	94.79
98.5	90.66	93.3	95.88
95.6	87.65	90.34	97.09
< 10 students	n/a	92.85	NA
99.4	96.09	96.73	97.48
95.7	81.42	86.73	95.65
91.4	85.83	88.48	96.66
96	79.78	89.78	95.24
< 10 students	n/a	83.73	NA
97	89.79	93.87	97.75
94.7	83.32	84.81	96.02
89.6	86.4	85.18	93.63
93	80.53	86.86	95.46
94.8	86.26	89.03	97.24
96.3	89.11	91.68	97.15
99.2	88.35	95.9	95.78
< 10 students	n/a	98	NA
< 10 students	n/a	94.4	94
99	n/a	95.5	96.89
99.2	82.23	94	94.99
100	n/a	n/a	91.69
< 10 students	n/a	94.6	NA
99.2	89.4	96.2	95.98
99.6	80.31	94	94.75
< 10 students	n/a	91.3	97.53
98.5	85.11	94.3	94.81
98.8	89.18	95.7	96.03
100	87.27	96.1	95.52