ANNE ARUNDEL
COUNTY PUBLIC SCHOOLS

Relationships, Opportunities, Achievement

2022 Reopening Plan
Winter Update
First Semester | September 8, 2021–January 31, 2022

Superintendent's Note
George Arlotto, Ed.D.

For the first time since March 2020, the doors of AACPS opened to welcome students for full in-person instruction in September 2021. This was the moment that had been carefully planned for and nothing could contain the excitement.

What felt like the familiar anticipation that typically accompanies a new school year was quickly replaced with the lingering uncertainty that has become too familiar while living in a pandemic. And as we began to ride along our roadmap to reopening, we indeed began to encounter bumps. The road we have all traveled together has been rocky, to say the least. From staffing shortages in almost every career path to ever-evolving health and safety protocols to simply figuring out how to adjust to this seemingly new way of life; our collective ability to practice grace, patience, and flexibility is what has allowed us to persevere.

As the first semester of the 2021-2022 school year ends, we should be proud of our efforts. This midyear update is a testament to this hard work. Our amazing school-based teams and others throughout our system have gone beyond their traditional roles and done everything possible to sustain in-person learning and keep school doors open. Despite the obstacles and detours, we are still on track to have an #AACPSAwesome rest of the year.

This report contains updates or additions under applicable sections ONLY in complement to the Reopening Plan. For context with regard to the supplemental information found in this report, the Reopening Plan can be reviewed at *www.aacps.org/reopeningplan2021*.

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Moving Forward

Guiding Principles for Sustaining Schools

Prioritize the health and safety of students and staff

Cultivate a robust, equitable learning environment

Maintain strong relationships with students, families, and community partners
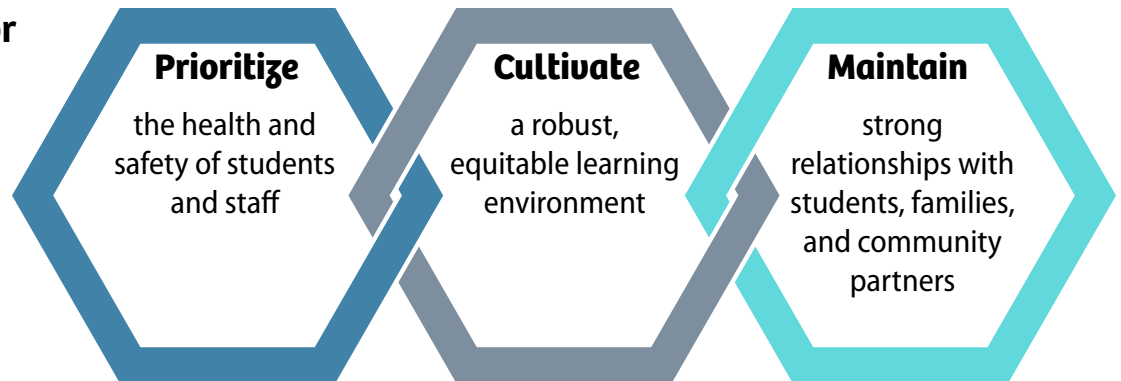
Guiding Principles for Supporting Schools

Grace in understanding the many challenges of students, staff, families, and community members and responding with empathy

Patience in dealing with staffing shortages despite increasing demands

Flexibility in adjusting to evolving mitigation and safety practices that help keep students in school

The 14 Future Planning Committees (FPCs) that were established in the spring of 2020 continued their work to review the results of their planning toward reopening and address issues related to keeping educational and operational flows functional and efficient. Additional work groups were formed and feedback regarding the Reopening Plan and AACPS practices was gathered. This report is a culmination of their work. Surveys among most of the FPC memberships conducted during the first semester revealed that the school system's actions were 75-100% aligned with the intent or prescriptions of the overall Reopening Plan.

AACPS values the voice of its entire community. In that vein, AACPS utilizes a feedforward philosophy to promote a cycle of continuous improvement. Feedforward allows for informed strategic actions and next steps in outreach, curricular engagement, communication, pedagogical pursuits, partnership development, etc.

Equity

To ensure safe, inclusive, relevant, engaging, and effective learning experiences, AACPS continues to uphold the principles and practices as outlined in *MSDE's Equity and Excellence Guide* and the school system's *Educational Equity Policy* and *Regulation*. By developing or bolstering existing policies, the school system has made it a priority to address safe and inclusive environments for LGBTQ+ students; bias motivated behavior and language; and workforce diversity.

To inform all decisions, AACPS also uses the *Equity Literacy Framework* and the Maryland Association of Boards of Education (MABE) *Looking Through the Equity Lens* self-check for equicentricity.

For staff, the school district expanded its equity work to include a current focus on Culturally Responsive Teaching, building staff capacity for greater awareness of how the brain can apply intentional action to mitigate implicit bias in the classroom and school.

Aimed at promoting academic success and social-emotional well-being, additional professional development efforts are rooted in equitable access to educational rigor and resources. Of particular interest is appropriately aligning student diversity and representation with opportunity and access to advanced level programs. As such, AACPS continues to provide district wide equity professional development to build staff capacity to implement equitable practices. In this effort, the Advanced Studies and Programs leadership has embarked upon the Building Equity Stamina Training (BEST training) with the intent to directly influence the diversification of advanced learning programs.

Teaching & Learning

Recruitment & Staffing

To support quality teaching and learning experiences for students, creative and persistent staffing strategies were utilized such as itinerant teaching assignments, contracted positions, adjunct professors, and temporary hires.

Professional Development

To ensure and promote technological aptitude and efficiency, educators have been afforded numerous electronic resources, including newsletters, weekly tips, and on-demand learning modules. These efforts help educators personalize their Brightspace classrooms and other learning experiences for students both synchronously and asynchronously. The Office of Instructional Technology provides routine office hours throughout each week dedicated for staff to ask questions and receive personalized feedback and assistance with topics surrounding the use of Brightspace, Google Meet, and other digital resources. In addition, the Office of Student Data offers regular office hours support for any administrator or teacher who has student data related process or procedural questions.

Lessons Learned from the 2020-2021 School Year Data Updates

Metrics are consistently examined to drive next steps to address gaps and learning opportunities. Baseline metrics and projected student outcome data are monitored for all student groups (as defined by COMAR). The result is the continuation of strategic interventions and actions selected to respond to student performance. These actions are designed to address student learning issues or concerns while also focusing on accelerated learning opportunities for all.

On the next pages are key data highlights that have informed academic decision-making in the effort to support academic recovery, growth, and achievement.
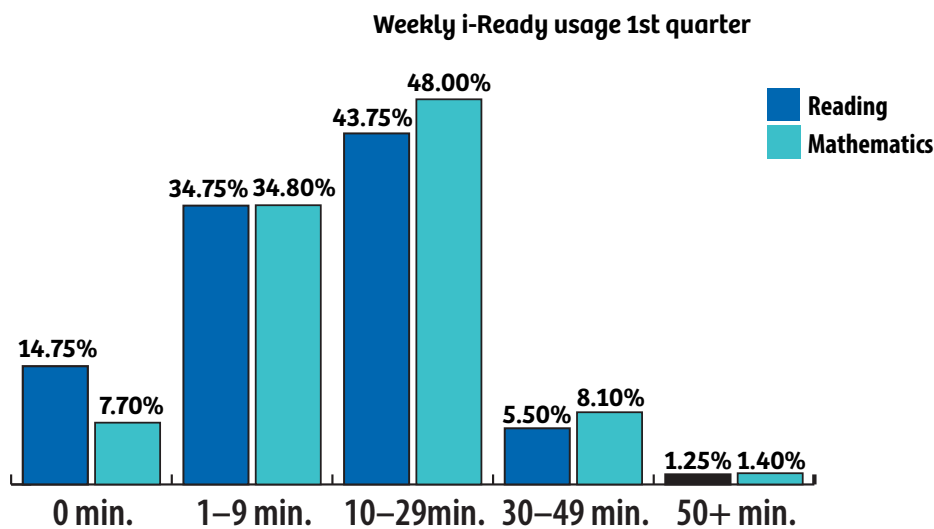
i-Ready Diagnostics

i-Ready diagnostic assessments have been completed and continue to be used to monitor progress to identify students needing additional support and inform and impact differentiated instructional delivery.

Past assessment analysis

Reading Grades 3–8 took the i-Ready reading diagnostic. Across all grade levels, AACPS students demonstrated summer learning gain in reading and literacy, far outperforming historical national loss baseline in 2018–19. Literacy was a component of 38% of summer programs.

Mathematics Grades K-8 took the i-Ready math diagnostic. With the exception of grades 2–3 and 7–8, the summer learning loss of AACPS students in mathematics was less than the historical national loss based on 2018–19 norms. For grade 2-3 students experienced summer learning gain, while students in grades 7–8 did not experience summer learning loss. Mathematics enrichment, remediation, and bridge was a component of 30% of summer programs.

Current school year assessment status

Weekly i-Ready usage 1st quarter

AACPS continues to identify i-Ready as a critical component in the plan to address student recovery and mastery. Using the i-Ready diagnostic tool, students were assessed to establish a baseline for reading and mathematics content knowledge and skills. The i-Ready platform automatically creates a unique learning path for each student. Students should spend 45-minutes per week working in their i-Ready digital learning pathways to help build the skills they need. This additional support and practice create the opportunity for students to master previous or current content in addition to their work with the teacher in the classroom. Research on the i-Ready learning tool suggests that students who spend at least 45-minutes per week working individually on the platform show above average growth in the areas on which they focus.

The i-Ready usage data in the bar graphs suggests that there remains work to do with teachers, students, and families to better understand and engage with the i-Ready tool in a meaningful way. Comparing the results from quarter 4 in the 2020–2021 school year, the usage data, overall, remains approximately the same. Students continue to trend toward approximately 30-minutes per week of usage. There is a reduction in the percentage of students who are recording zero minutes (-1.45% in Reading / -4.97% in Mathematics) and an increase in the percentage of students who are recording 10–29 minutes (+3.5% in Reading / +9.37% in Mathematics). AACPS will continue to work with schools to encourage and provide time for i-Ready usage during the school day. Knowing students need time to transition between tasks it is possible that some additional time is needed to help students achieve the targeted usage times. As well, AACPS will continue to create opportunities for families to be aware of the benefits and usage goals for this program to encourage student usage at home.

Note: See addendum for 1st semester data not available upon initial winter reopening report submission.

Academic Outcomes

Across the board, first marking period data reflects a decrease in student failures.

Elementary

Examination of first marking period failing grades for elementary students shows a substantial decrease, across all subject areas, in percentage of students who had failing grades at the end of the first marking period in 2021 when compared to the end of the first marking period 2020. The data chart shows the total percentage of all elementary students who earned failing grades in core subject areas during the first marking periods of the two-year timeframe. Closer examination of the 2021 first marking period data reveals that African American, English Language Learners, and FARMS students are represented slightly higher in math with a failure rate of 2% compared to the 1% overall rate. In reading and writing the data is similar with the previously mentioned groups experiencing over 1% failure rates in comparison to the 0.86% overall rate.

**Elementary Academic Outcomes: Percentage of Student Failures (% student enrollment)—
Marking Period 1 (2020-21 to 2021-22)**

School Year	Math		Reading/Writing		Science		Social Studies	
	2020-21[a]	2021-22	2020-21[a]	2021-22	2020-21[a]	2021-22	2020-21[a]	2021-22
All Students (Grades 3-5)	3.87%	1.10%	3.50%	0.86%	3.25%	0.47%	3.36%	0.55%
Females	3.39%	0.95%	2.69%	0.62%	2.66%	0.41%	2.68%	0.35%
Males	4.34%	1.25%	4.31%	1.08%	3.84%	0.52%	4.02%	0.75%
American Indian/Alaska Native	6.36%	0.00%	6.06%	1.15%	7.27%	1.72%	7.27%	0.00%
Asian	1.54%	0.00%	1.60%	0.19%	1.38%	0.00%	1.52%	0.00%
Black/African American	6.21%	2.14%	5.09%	1.64%	5.13%	1.10%	4.77%	1.08%
Hispanic	7.53%	1.74%	7.32%	1.38%	6.44%	0.53%	7.10%	0.97%
Multi-Racial	3.34%	1.17%	3.00%	0.72%	3.11%	0.40%	2.94%	0.24%
Native Hawaiian/Pacific Islander	0.00%	0.00%	0.95%	0.00%	0.00%	0.00%	0.00%	0.00%
White	1.74%	0.45%	1.61%	0.35%	1.41%	0.19%	1.54%	0.24%
Students with Disabilities	5.35%	1.68%	5.19%	1.27%	5.16%	1.04%	5.68%	0.98%
Active ELL Students	11.81%	2.16%	11.71%	1.80%	9.79%	0.61%	11.36%	1.36%
Economically Disadvantaged	8.47%	2.94%	7.96%	2.07%	7.24%	1.65%	7.51%	1.38%
Other FARMS	7.35%	1.68%	6.98%	1.29%	6.35%	0.42%	6.78%	0.97%
All FARMS	7.96%	2.31%	7.51%	1.68%	6.83%	1.04%	7.18%	1.18%
Chronically Absent (>18 days)	53.54%	14.15%	55.82%	9.93%	52.88%	8.75%	53.57%	5.71%

*Student groups of at least 10 or more in grades 3-5, includes all applicable "courses" in reading and math
[a]Students completed virtual learning during the 1st MP of 2020-2021
Data Source: BOE Accountability Grades Files MP1, SY2020-2021 & SY2021-2022

Middle

At the middle school level, first marking period data from 2020 and 2021 respectively shows decreases in failing grades in all four core subject areas. Examining these percentages more closely reveals a higher failure rate among students groups. In mathematics, students with disabilities and African American students had a slightly higher failure rate than the overall rate of 3%. Hispanic students, English Language Learners, and FARMS students showed an even more significant failure rate. In English courses American Indian, English Language Learners and FARMs students are represented higher than the 3% overall rate and Africa American, Hispanic and students with disabilities had 4% rates in comparison. There were higher failure percentages for American Indian, Hispanic, African American, FARMs and students with disabilities in science and social studies courses. Approximately 1% more male students are failing than their female counterparts in all four of the core subject areas.

Middle School Academic Outcomes: Percentage of Student Failures (% student enrollment)— Marking Period 1 (2020-21 to 2021–22)

School Year	Math		ELA		Science		Social Studies	
	2020-21[a]	2021-22	2020-21[a]	2021-22	2020-21[a]	2021-22	2020-21[a]	2021-22
All Students (Grades 6-8)	11.58%	3.02%	9.54%	2.86%	8.47%	2.78%	8.25%	3.15%
Females	10.40%	2.88%	8.28%	2.11%	7.40%	2.32%	7.22%	2.38%
Males	12.71%	3.15%	10.75%	3.57%	9.50%	3.22%	9.23%	3.88%
Gender Neutral	No Data	0.00%	No Data	10.00%	No Data	10.00%	No Data	10.00%
American Indian/Alaska Native	7.35%	0.00%	16.18%	8.51%	7.35%	8.33%	4.41%	6.25%
Asian	4.90%	0.55%	4.28%	1.10%	3.28%	0.82%	2.46%	1.23%
Black/African American	14.50%	4.34%	12.89%	4.13%	10.88%	3.44%	10.13%	4.11%
Hispanic	19.30%	4.81%	14.98%	3.65%	16.78%	5.25%	15.85%	5.22%
Multi-Racial	12.05%	2.02%	9.27%	1.78%	6.74%	1.94%	6.68%	2.34%
Native Hawaiian/Pacific Islander	9.76%	3.23%	2.44%	0.00%	2.44%	0.00%	7.32%	6.45%
White	7.94%	2.04%	6.56%	2.23%	5.02%	1.76%	5.30%	2.12%
Students with Disabilities	19.95%	4.09%	16.32%	4.56%	16.65%	4.89%	14.90%	5.14%
Active ELL Students	31.29%	7.77%	26.07%	5.79%	30.10%	9.38%	30.70%	10.13%
Economically Disadvantaged	22.52%	6.84%	19.88%	6.36%	17.39%	6.03%	16.73%	6.75%
Other FARMS	19.14%	4.69%	15.61%	4.41%	15.93%	4.64%	15.12%	5.14%
All FARMS	20.95%	5.71%	17.93%	5.35%	16.71%	5.30%	15.98%	5.90%
Chronically Absent (>18 days)	65.61%[a]	58.33%	65.21%[a]	44.90%	64.35%[a]	44.90%	62.90%[a]	53.19%

*Student groups of at least 10 or more in grades 6-8, includes Es for 1st MP in required core courses in English Language Arts, Mathematics, Science, and Social Studies
[a]Students completed virtual learning during the 1st MP of 2020-2021
Data Source: BOE Accountability Grades Files MP1, SY2020-2021 & SY2021-2022

High

The high school first marking period failing grades data shows a decrease in the percentage of failures in 2021 in comparison to the first marking period of 2020. Examining the failure percentages more closely reveals a higher failure rate in all four core subject areas for American Indian, African American, Hispanic, English Language Learners, FARMs, and students with disabilities. Chronically absent students seeing similar failure percentages as compared to first marking period last year. Male student percentages are slightly higher than their female counterparts across all four of the core subject areas.

High School Academic Outcomes: Percentage of Student Failures (% student enrollment)— Marking Period 1 (2020–21 to 2021–22)

School Year	Math		ELA		Science		Social Studies	
	2020-21[a]	2021-22	2020-21[a]	2021-22	2020-21[a]	2021-22	2020-21[a]	2021-22
All Students (Grades 9-12)	14.73%	9.49%	14.40%	10.52%	13.50%	8.92%	11.30%	7.48%
Females	11.84%	8.46%	11.34%	9.09%	10.55%	7.55%	8.96%	6.59%
Males	17.56%	10.48%	17.42%	11.91%	16.48%	10.25%	13.87%	8.40%
Gender Neutral	No Data	9.09%	No Data	11.11%	No Data	11.11%	No Data	23.08%
American Indian/Alaska Native	16.36%	15.58%	18.18%	19.48%	13.46%	12.12%	19.30%	14.46%
Asian	6.34%	3.05%	5.53%	3.61%	5.04%	2.81%	3.51%	1.93%
Black/African American	18.52%	12.08%	17.14%	13.13%	17.91%	12.20%	14.78%	10.64%
Hispanic	26.06%	14.97%	23.91%	16.34%	26.26%	16.34%	23.24%	12.57%

School Year	Math 2020-21[a]	Math 2021-22	ELA 2020-21[a]	ELA 2021-22	Science 2020-21[a]	Science 2021-22	Social Studies 2020-21[a]	Social Studies 2021-22
Multi-Racial	14.13%	10.00%	13.72%	9.71%	11.60%	7.63%	9.31%	6.34%
Native Hawaiian/Pacific Islander	10.96%	6.06%	13.04%	10.61%	5.77%	3.77%	6.85%	4.69%
White	10.32%	6.74%	11.22%	7.91%	8.61%	5.42%	7.17%	4.84%
Students with Disabilities	23.57%	15.87%	22.31%	14.99%	24.06%	17.11%	21.85%	15.81%
Active ELL Students	42.54%	19.90%	36.03%	21.55%	41.29%	22.58%	38.77%	19.46%
Economically Disadvantaged	28.05%	19.10%	27.54%	20.91%	26.69%	19.06%	23.90%	17.66%
Other FARMS	25.17%	14.39%	23.03%	16.20%	24.59%	15.49%	20.90%	12.27%
All FARMS	26.60%	16.48%	25.32%	18.35%	25.63%	17.09%	22.38%	14.64%
Chronically Absent (>18 days)	73.23%	72.69%	70.12%	70.65%	76.52%	76.17%	75.71%	73.04%

Student groups of at least 10 or more in grades 9-12, includes Es for 1st MP in all courses coded in Powerschool under the core subject areas of Mathematics, English, Science, and Social Studies
[a]*Students completed virtual learning during the 1st MP of 2020-2021*
Data Source: BOE Accountability Grades Files MP1, SY2020-2021 & SY2021-2022

Note: See addendum for 1st semester data not available upon initial winter reopening report submission.

Chronic Absenteeism

Also of particular note, however, is an increase in chronic absenteeism.

AACPS Q1 Attendance Data 2019–20 to 2021–22
chronically absent = missing 10% or more of days enrolled; Student groups with percentages less than 5% are not included in this data.

Overall	2019-20	2020-21	2021-22	Δ
K-12	11%	18%	19%	8%
ES	8%	11%	19%	11%
MS	10%	17%	15%	5%
HS	16%	28%	22%	6%

By Grade Level	2019-20	2020-21	2021-22	Δ
K	11%	14%	22%	11%
1	10%	12%	21%	11%
2	8%	12%	19%	11%
3	7%	11%	18%	11%
4	7%	10%	18%	11%
5	8%	9%	17%	9%
6	8%	16%	14%	6%
7	10%	17%	14%	4%
8	11%	18%	15%	4%
9	13%	22%	21%	8%
10	16%	26%	21%	5%
11	15%	26%	21%	6%
12	21%	38%	24%	3%

Note: See addendum for 1st semester data not available upon initial winter reopening report submission.

By Student Group				
	2019-20	2020-21	2021-22	Δ
Black/African-American	13%	23%	21%	8%
Hispanic	13%	25%	23%	10%
White	10%	13%	17%	7%
Special Education	18%	29%	28%	10%
ELL	12%	27%	24%	12%
FARMs	11%	30%	28%	17%

Student Group—Middle				
	2019-20	2020-21	2021-22	Δ
Black/African-American	11%	23%	16%	5%
Hispanic	10%	25%	15%	5%
White	10%	12%	14%	4%
Special Education	18%	31%	24%	6%
ELL	10%	33%	17%	7%
FARMs	15%	31%	21%	6%

Student Group—Elementary				
	2019-20	2020-21	2021-22	Δ
Black/African-American	10%	16%	22%	12%
Hispanic	9%	16%	24%	15%
White	8%	8%	16%	8%
Special Education	13%	20%	26%	13%
ELL	8%	18%	24%	16%
FARMs	12%	21%	28%	16%

Student Group—High				
	2019-20	2020-21	2021-22	Δ
Black/African-American	19%	33%	23%	4%
Hispanic	24%	42%	26%	2%
White	13%	22%	20%	7%
Special Education	26%	41%	33%	7%
ELL	28%	54%	32%	4%
FARMs	26%	43%	33%	7%

** *Special ED – students with IEPs; FARMs – Econ Dis, Free, Reduced; EL – Active, Release <2, Refused*

Initial Learning Recovery

Achievement, opportunity, and excellence gaps data continue to be monitored and actions are taken in swift, intentional response. Such response has included providing significant in-person opportunities built into the school day and after hours for acceleration, academic support, clubs, and activities. Additional co-curricular activities are offered after-school in either an in-person or virtual environment to allow for more access for all student groups (as defined by COMAR). AACPS uses student engagement and achievement data iteratively to continuously improve what and how we offer opportunities to increase student involvement and eventually positively effect student learning.

The School Day

Schedules

With fluctuating and sometimes debilitating attendance and COVID infection rates, some classes, grade cohorts, or whole schools have endured periodic conversions to virtual instructional environments. Schedules that closely mimic the in-person school day have been established to ensure that all expectations for PreK12 MCCRS and State Standards are met.

Attendance and Grading

- Attendance collection and monitoring is required of all schools (brick and mortar buildings and the Virtual Academy). This information is reported to MSDE accordingly. For AACPS, this includes personalized support and academic coaching with the attendance recording/monitoring for all courses, including where online vendor products and services (MVLO) are used.

- For families that are *keeping students home* out of concern or precaution (unexcused), a new code (A20C or A21C) has been created for schools to use in order to keep track of this issue.

- In an exercise of grace, patience, and flexibility, AACPS has been considering *evaluating the challenges of student hardship and circumstances* as they manage rigor and curricular engagement. This evaluation will still be analyzed while adhering to the pre-pandemic grading policy and regulation that was fully reinstituted this school year.

- During the first semester, a *district-wide exception regarding make-up work* for credit was allowed for families that kept their students out of school for pandemic-related concern or precaution. This deviation from the grading policy will no longer be in effect for the second semester.

Brightspace and Parent Portal

Pilot test groups have begun using Brightspace for Families as AACPS looks to launch that feature of the learning management system for all families in the second semester. Families who use this feature will be able to better support their students with their school work.

Social-Emotional Learning and Support

As stated in its Educational Equity Policy, "The promise of public education is for every child to succeed in school and life. To realize this promise, every child must be given resources, supports, and interventions based on the individual student's needs." As such, AACPS uses an equity lens to bolster staff capacity and empower student awareness through social-emotional lessons and programmatic supports. Policies such as JQ-Safe and Inclusive Environments for LGBTQ+ Students provide a clear example of how the school system prioritizes the well-being of the whole student.

- Using the *Second Step* social-emotional learning platform, AACPS has shown a clear commitment to catering to this critical aspect of student growth and development at the elementary and middle school levels. Ninety elementary and middle schools across the district are actively using Second Step to provide daily doses of social-emotional lessons.

- In December 2021, students in grades 3–12 took *self-assessments* regarding the social-emotional functions and climates of their school environments. These assessments were administered for baseline and progress. Another assessment will take place in the spring.

- *Documentary screenings* about important social-emotional issues facing youth are planned for students and their families. The first was held in October 2021 for secondary students and focused on anti-bullying. The screening included a virtual panel discussion and saw about 3,000 unique participation log-ins by teachers and community members (students and families).

- Five high schools have established *Student Alliance for the Flourishing*, a club dedicated to helping students cope with pre-and post-assessment stress.

- A *behavior threat assessment* system has been developed and will be piloted at select schools this spring. Staff at participating pilot schools have been trained.

- The *Attendance Works initiative* has been implemented at a few schools to develop strategies that encourage chronically absent students to come to school. In tandem, AACPS has partnered with Concentric to assist in home visit interventions.

- Several staff have pursued and completed key *trainings in support of student mental health.* Dozens of staff (with dozens more clamoring to participate) have completed the Youth Mental Health First Aid training which equips them to use evidence-based tactics to identify youth in need of mental health support and connect them to resources. In addition, district-level and school-based staff have completed The Family Tree trauma training (ACE Interface), using insights about adverse childhood experiences to help students overcome their pasts and plan for a healthier future.

- The *Substance Use Prevention and Intervention Team* has been established and has begun accepting referrals.

- More than 100 teachers have already taken *Mindfulness 101*, an online mindfulness course for educators that promotes mindfulness practice strategies for teachers and their students.

Meeting the Needs of Special Populations

Special Education

- Efforts continue to ensure that *Recovery and Compensatory Plan* (RCP) eligibility is aligned with MSDE guidance. Data collection and reporting occurs according to established timelines and requirements. To date, 75% of those eligible for RCP have elected to participate.

- AACPS students are engaged via *in-person learning* with one exception, the AACPS Virtual Academy (a new, MSDE-approved school). The Academy supports all students, including students with disabilities requiring either services as outlined in an IEP or accommodations as documented in a 504 Plan. Here, fidelity to regulations governs individual decisions and programmatic responsiveness.

Students with 504 Plans

Compliance continues to be priority as we ensure accessibility for our students with 504 Plans. The Office of Student Data currently recognizes compliance issues with plans, annual reviews, and re-evaluations at varying degrees. This year, AACPS has provided seven resource facilitators to address Section 504 compliance, training, and educational recovery efforts due to the lack of accessibility.

Evening and Twilight High School Programs

To accelerate learning Twilight high school support programs are currently offered at no charge to students. Further consideration in support of this effort will be evaluated similarly for summer school offerings.

Career Technology Education

CTE offerings have expanded through a *partnership between AACPS Signature Programs and Anne Arundel Community College*. This collaboration has allowed more students to access and acquire meaningful skills that yield gainful employment upon high school graduation.

Tutoring

Virtual evening tutoring for all middle and high school academic discipline areas has continued for all secondary students from October 2021 through the present time. AACPS continues to market this secondary tutoring through schools, teachers, Brightspace, and via Connect-Ed messaging direct to families.

With the onset of the second quarter, small group in-person tutoring was strategically expanded to after school offerings for grades 4–8. Intermediate and middle school students are selected and invited to attend the small group in-person tutoring based on academic need.

School Meals

Health and wellness is a focus of AACPS. Since the onset of the COVID-19 pandemic in March of 2020, AACPS provided free meals to students from 2 to 18 years of age. For students learning virtually due to quarantine or enrollment in the AACPS Virtual Academy, free breakfast and lunch may be picked up at a school location of the student's choosing. Families of virtual learners should call AACPS Food and Nutrition Services at 410-222-5900 to register for meal location and pick-up time.

Relationships, Opportunities, Achievement: A Summary

AACPS is committed to cultivating a collaborative community where students, staff, families, community members, and partners connect to discuss and strategize about how to realize school system goals.

Membership across the Future Planning Committees is diverse and inclusive. School system personnel from senior staff, teachers, students, family members, PTA/PTO members, CAC members, Fort Meade Alliance officials, local NAACP members, police officers, bargaining unit representatives, and other community partners spanning a mix of ages, gender identities, cultural backgrounds, and ethnicities all bring valuable perspectives and important input to the FPCs.

Throughout the first semester, FPCs met to discuss progress on plans, necessary adjustments, and recommendations for moving forward. The committees conducted business in several ways: email, virtual meetings, physical meetings, leadership meetings, and surveys. As such the following FPCs met according to the following schedule:

Committee Name	Meeting Dates
Equity	Corresponded and met throughout first semester
Community Partnerships	10/28/21,12/1/21
Instructional Data and Technology	10/11/21,11/16/21,12/1/21
Athletics, Performing Arts, Co-curricular	9/28/21, 10/8/21, 11/8/21, 12/8/21
Safety & Security	10/21/21, 12/3/21
Technology	10/14/21, 11/4/21, 12/2/21, 1/6/22
Student Support Services	9/24/21, 11/5/21, 12/17/21
Facilities	9/22/21, 10/21/21, 11/18/21
Academics	10/6/21, 11/3/21, 12/1/21, 1/5/22
Food & Nutrition and Transportation Services	9/30/21, 11/18/21, 1/6/22
Human Resources/ Employee Relations	9/28/21, 10/26/21
FPC Leadership	1/18/22

A Google Form survey was administered among most of the FPC memberships between December 19, 2021 and January 17, 2022.

The leadership of the FPCs reviewed, archived, and analyzed the responses which largely revealed that the school system's actions were 75–100% aligned with the intent or prescriptions of the overall Reopening Plan.

Health and Safety

AACPS and the Anne Arundel County Department of Health (AADOH) regularly communicate regrading issues affecting schools and the COVID-19 pandemic. AACPS continues to take guidance from AADOH as it makes decisions regarding the safe operation of schools and offices. A comprehensive and easily translatable web site has been developed at www.aacps.org/covidprotocols to keep students, staff, families, and the public abreast of the most-up-to date measures employed to battle COVID-19 and its effect on schools.

Contact Tracing

AACPS administrators and other key personnel spent much of the first semester performing in-depth contact tracing designed to keep students safe while minimizing time away from the classroom. Albeit precautionary, these efforts were exhaustive and unsustainable.

Upon return from the winter break, AACPS ceased contact tracing practices and has strictly relied upon data from the AADOH to determine the effects of COVID-19 on specific school communities/populations.

Isolating & Quarantining of Students and Staff

Virtual Teaching-Coaching

Approximately 24-48 hours after being enrolled in Virtual Teaching-Coaching (VTC) by the school team, families will receive an email from *Q-studentinformation@aacps.org*.

NOTE: The window for notification is wide as information received must be verified and reconciled before proceeding. Families will receive detailed communication as soon as possible after the VTC administrator has been notified of a student's confirmed isolation/quarantine designation.

All Students

At this time, *all isolated/quarantined students have access to virtual learning activities*. All students should navigate Brightspace to access their classwork. Middle and high school students will also find their assignments in Brightspace and will be offered free formal evening tutoring. The details of the supports are different by level as noted below.

Elementary (Kindergarten – Grade 2):

These students will receive Literacy, Science/Social Studies, and Mathematics live synchronous teaching from their assigned Virtual Teacher Coach daily. They will also have an opportunity to return for virtual office hours if they have additional questions or needs for assistance.

Elementary (Grades 3-5):

These students will have access to grade-based learning activities via the new Quarantine Student Brightspace courses.

Middle (Grades 6-8).

These students should access their classroom Brightspace for coursework. Teachers will regularly update materials in their Brightspace; they will provide key learning tasks, assignments, and resources. Students are encouraged to access evening virtual homework help or small group tutoring in any core subject areas where they may be struggling via our virtual tutoring. The *www.aacps.org/tutoring* website can and should be accessed for evening academic support.

High (Grades 9-12).

These students access their classroom Brightspace courses. Teachers will regularly update materials in their Brightspace courses for students; they will provide key learning tasks, assignments, and resources. Students are encouraged to access evening virtual homework help or small group tutoring in any core subject areas where they may be struggling via our virtual tutoring. The *www.aacps.org/tutoring* website can be accessed for evening academic support.

Total Student Count Assigned to Quarantine Support

Grade	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
September	2	11	16	13	4	4	9	106	134	74	7	17	8	5	**410**
October	109	252	219	254	282	387	338	551	217	212	193	209	209	95	**3527**
November	31	193	318	240	245	376	359	985	107	145	104	126	88	62	**3379**
December	284	933	813	838	1131	1198	1250	1744	673	875	333	289	249	254	**10864**
Total	426	1389	1366	1345	1662	1965	1956	3386	1131	1306	637	641	554	416	**18180**

Virtual Learning—Whole School

When the number of COVID-positive cases of students and staff in any one school reaches 5%, AADOH reviews the school's case data to better understand the virus transmission trends. Upon evaluation of the data, the AADOH decides if a classroom, grade, cohort, team, or whole school needs to temporarily transition from in-person to virtual learning.

A comprehensive web site has been developed to support schools and families under such circumstances. This web site provides resources for student and staff use if a whole school is moved to virtual learning. Students will be expected to log on daily for live synchronous instruction with their classroom teachers. Slight adjustments in the daily virtual schedules allow for morning and afternoon breaks, but do not deviate from the breadth of necessary instructional material.

Vaccinations and Screening

Vaccination Clinics for Students

Since the summer of 2021, AACPS has teamed with the AADOH to offer COVID-19 vaccinations for students at various age levels. The third iteration of clinics for children ages 5–11 is currently being offered at elementary schools around the county. COVID-19 vaccinations are not required for students to attend school.

All vaccinations will be available free of charge at clinics. Children do not have to be AACPS students to be registered for these clinics. Locations are open to anyone and do not have to be a child's home school. Information of clinic offerings and scheduling is available at *www.aacps.org/covidclinics.*

Vaccination-or-Test Program for Employees and Student-Athletes

Effective November 22, 2021, AACPS began a vaccination-or-test program for employees and student athletes. The program was initiated to safeguard the health of employees and their families, students, visitors, and the community at large to mitigate the spread of COVID-19. Through this initiative, unvaccinated employees and student-athletes adhere to a weekly COVID testing administered by a third-party vendor.

Infrastructure

COVID & Post-COVID Funding Support

ESSER III Update

AACPS has built a multi-year plan to transform the way services are delivered to students through ESSER III. In the original application, roughly $28M was allocated to continue to mitigate the impacts of COVID-19, invest in our infrastructure as well as provide additional services to students. These funds are braided with other funds (i.e., ESSER II/ARP Tutoring) to transform the student experience. As of Dec 31, 2021, AACPS has obligated or spent nearly $9M of the $28M allocated in ESSER III funds for FY2022. Below is a list of programs that have or will be implemented in FY2022 using ESSER III funds:

- *IT security enhancements* and upgrade of critical servers
- Covering the cost of *background checks* for critical employees and volunteers
- Opening the new *Virtual Academy* that serves approximately 550 students
- *Fall Twilight School* for 9th graders who are struggling with core classes
- *Extended daily substitute teachers* to ensure continuity of instruction
- Additional hours and pay for *temporary Teaching Assistants* to support elementary schools with enhanced Social Emotional programming to include increased recess time.

- Stipends for *additional counseling/ mental health services*
- Stipends for *additional college and career counseling* for students
- Funds to support the implementation of our new *Learning Management System*
- *Enhanced Special Education* services
- *Social Emotional training* for all school-based staff
- Resources for *contact tracing* for students and staff
- Additional *preventative maintenance* for all our HVAC units

With a critical need to retain a talented workforce, especially in the current environment, AACPS plans to submit a grant amendment to MSDE to include the following:

- Up to *$1,000 retention bonus* to all permanent employees

- *Payment to teachers* who cover classes during their planning periods or take additional students in their classrooms because of a lack of substitute teachers.

Funding has been identified in the grant and will not impact programming already implemented in FY2022.

Technology

Chromebooks & Connectivity

- AACPS recognizes individual student need may require *assistive technology* to support access, communication, production, and/or behavior. Assistive technology determination is made through the IEP Teams process.

- *Universal technology tools* are also integral parts of delivering instruction or production of student work in response to the curriculum through the learning management system, Brightspace. Usage is reinforced in the teaching and learning cycle to maximize skill acquisition/mastery.

- All AACPS educators have either a *Chromebook or laptop* to support Teaching and Learning, maximizing the technology resource provisions to support dynamic instruction for our students with the 1:1 provision.

- As of January 2022, *email accounts for students* in grades 6-12 are now enabled to receive emails from select external vendors to ensure required system functionality. Student email accounts have been accessible for restricted, internal use since March 2020.

- AACPS continues to foster key partnerships that afford critical access to *CIPA-compliant Internet* service for families.

Communication: School-Home Connection

Pilot test groups have begun evaluating and refining Brightspace for Families as AACPS looks to launch that feature of the learning management system in the second semester.

Facilities

Ventilation

ESSER funding has been allocated to fulfill additional preventative maintenance contractual services to improve the functionality and reliability of HVAC systems. This process and function will continue to be evaluated and prioritized.

Transportation

In response to the bus driver shortage, AACPS initiated a request to its local funding authority to secure more appealing wages and signing bonuses for bus drivers.

Moreover, AACPS Transportation Department worked with Anne Arundel Community College to launch a Bus Driver Training Program for those interested in earning their CDL license to subsequently drive a school bus for AACPS or one of our bus contractors.

Steering & Oversight Committee

In addition to the Steering & Oversight Committee, an FPC committee chair workgroup was formed to ensure that the work of each FPC is aligned to the Reopening Plan and the Blueprint for Maryland's Future (state law), as appropriate.

This group met in January 2022 to review and analyze the feedback gathered from the large-scale survey of the FPC memberships.

Staying Informed – Communication

Resources at your fingertips

The Communications Office oversees and ensures that correspondence with and messaging by AACPS is consistent and appropriate to the intended audience. Such communication practices are inclusive of the Plan requirements, as well as beyond its scope.

In addition to the Family Information Line phone and web site resource, there are several email resources that are promoted for families and staff. Email addresses such as *fall2021familyquestions@aacps.org*, *help-desk@aacps.org*, *tutoring@aacps.org*, and *BrightspaceSupport@aacps.org* are additional, established conduits for families and staff alike to get focused, prompt attention to inquiries.

As mentioned in the Plan, *www.aacps.org/fall2021* and *www.aacps.org/fall2021educator* are centralized web resources that are closely managed and updated. The pages are another easily accessible avenue for families and staff, respectively, to keep abreast of the many moving parts of this fluid school year. The pages contain topics and subpages such as:

Fall–Top Family Needs
Family & Employee Reopening Resources
21/22 Schedules
Healthy Safety Guidelines
Reopening Reports

Social/Emotional Resources
Contacts
Latest Announcements
FAQs

Quick Links:

www.aacps.org/covidclinics
www.aacps.org/covidprotocols
www.aacps.org/buses
www.aacps.org/brightspaceforfamilies

Winter 2022 Update — Addendum

Since the initial Winter Update was completed prior to the end of data collection for the first semester, this addendum provides a more complete data picture of attendance, grade performance, and reading and math i-Ready usage for the first semester of the 2021–2022 school year.

Academic Outcomes

Across the board, data reflect a decrease in student failures in the first semester when comparing the 2020–21 school year to the 2021–2022 school year.

Elementary

The data charts below show the total percentage of all elementary students who earned failing grades in core subject areas during the first and second marking periods of the two-year timeframe during the 2020–21 to the 2021–22 school years. Examination of first semester failing grades for elementary students shows a substantial decrease, across all subject areas, in percentage of students who had failing grades at the end of the first and second marking periods of the first semester in 2021–22 when compared to the end of the first semester of 2020–21.

Closer examination of the 2021–22 first marking period data reveals that Black/African Americans, Hispanics, Students with Disabilities, English Language Learners, and All FARMS students have approximately 1–1.5% higher failure rates in mathematics than their peers in other student groups. Second marking period data for reading & writing in the 2021–22 school year shows that Black/African Americans, English Language Learners, and All FARMS students have approximately 1–1.5% higher failure rates than their peers in other student groups. Importantly, these are dramatically lower failure percentages in both mathematics and reading & writing than in the 2020-21 school year for these student groups.

Elementary Academic Outcomes: Percentage of Student Failures (% student enrollment)—
Marking Period 1 (2020–21 to 2021–22)

	Math		Reading/Writing		Science		Social Studies	
School Year	**2020-21[a]**	**2021-22**	**2020-21[a]**	**2021-22**	**2020-21[a]**	**2021-22**	**2020-21[a]**	**2021-22**
All Students (Grades 3-5)	3.87%	1.10%	3.50%	0.86%	3.25%	0.47%	3.36%	0.55%
Females	3.39%	0.95%	2.69%	0.62%	2.66%	0.41%	2.68%	0.35%
Males	4.34%	1.25%	4.31%	1.08%	3.84%	0.52%	4.02%	0.75%
American Indian/Alaska Native	6.36%	0.00%	6.06%	1.15%	7.27%	1.72%	7.27%	0.00%
Asian	1.54%	0.00%	1.60%	0.19%	1.38%	0.00%	1.52%	0.00%
Black/African American	6.21%	2.14%	5.09%	1.64%	5.13%	1.10%	4.77%	1.08%
Hispanic	7.53%	1.74%	7.32%	1.38%	6.44%	0.53%	7.10%	0.97%
Multi-Racial	3.34%	1.17%	3.00%	0.72%	3.11%	0.40%	2.94%	0.24%
Native Hawaiian/Pacific Islander	0.00%	0.00%	0.95%	0.00%	0.00%	0.00%	0.00%	0.00%
White	1.74%	0.45%	1.61%	0.35%	1.41%	0.19%	1.54%	0.24%
Students with Disabilities	5.35%	1.68%	5.19%	1.27%	5.16%	1.04%	5.68%	0.98%
Active ELL Students	11.81%	2.16%	11.71%	1.80%	9.79%	0.61%	11.36%	1.36%
Economically Disadvantaged	8.47%	2.94%	7.96%	2.07%	7.24%	1.65%	7.51%	1.38%
Other FARMS	7.35%	1.68%	6.98%	1.29%	6.35%	0.42%	6.78%	0.97%
All FARMS	7.96%	2.31%	7.51%	1.68%	6.83%	1.04%	7.18%	1.18%
Chronically Absent (>18 days)	53.54%	14.15%	55.82%	9.93%	52.88%	8.75%	53.57%	5.71%

*Student groups of at least 10 or more in grades 3-5, includes all applicable "courses" in reading and math
[a]Students completed virtual learning during the 1st MP of 2020-2021
Data Source: BOE Accountability Grades Files MP1, SY2020-2021 & SY2021-2022

Elementary Academic Outcomes: Percentage of Student Failures (% student enrollment)—
Marking Period 2 (2020–21 to 2021–22)

School Year	Math 2020-21[a]	Math 2021-22	Reading/Writing 2020-21[a]	Reading/Writing 2021-22	Science 2020-21[a]	Science 2021-22	Social Studies 2020-21[a]	Social Studies 2021-22
All Students (Grades 3-5)	4.12%	1.29%	4.36%	1.13%	3.65%	0.59%	3.98%	0.77%
Females	3.61%	1.34%	3.43%	0.86%	2.99%	0.48%	3.21%	0.53%
Males	4.62%	1.23%	5.28%	1.41%	4.31%	0.71%	4.74%	1.01%
American Indian/Alaska Native	1.96%	0.00%	7.19%	1.15%	7.84%	0.00%	9.80%	0.00%
Asian	1.82%	0.42%	1.72%	0.14%	1.68%	0.14%	1.40%	0.00%
Black/African American	6.41%	2.64%	6.60%	2.22%	5.23%	1.23%	6.26%	1.72%
Hispanic	7.40%	1.82%	7.93%	1.72%	6.64%	1.04%	6.96%	0.93%
Multi-Racial	3.14%	0.85%	3.58%	1.09%	2.94%	0.16%	2.78%	0.57%
Native Hawaiian/Pacific Islander	0.00%	0.00%	1.96%	0.00%	2.94%	0.00%	2.94%	0.00%
White	2.22%	0.59%	2.35%	0.49%	2.07%	0.23%	2.20%	0.37%
Students with Disabilities	6.21%	2.44%	5.75%	1.98%	6.07%	1.39%	6.26%	2.05%
Active ELL Students	11.49%	2.19%	11.62%	2.10%	9.76%	1.29%	10.53%	1.14%
Economically Disadvantaged	9.43%	3.58%	9.96%	3.18%	8.52%	1.67%	9.51%	2.09%
Other FARMS	7.66%	1.86%	8.03%	1.46%	6.50%	0.71%	7.27%	1.09%
All FARMS	8.65%	2.76%	9.11%	2.36%	7.63%	1.21%	8.53%	1.62%
Chronically Absent (>18 days)	36.65%	10.33%	41.87%	8.65%	35.05%	5.00%	39.12%	6.75%

Student groups of at least 10 or more in grades 3–5, includes all applicable "courses" in reading and math
[a]*Students completed virtual learning during the 1st MP of 2020–2021*
Data Source: BOE Accountability Grades Files MP1, SY2020–2021 & SY2021–2022

Middle

At the middle school level, first semester data from 2020-21 and 2021-22 school years, respectively, shows significant decreases in failing grades in all four core subject areas across all student groups with the exception of the small number of students in the American Indian/Alaska native student group. As we look more closely at each discipline area within the 2021-22 school year, the end-of-first-semester data reveals a higher failure rate (average of 1.3% higher) for males vs females in ELA, Science, and Social Studies. In mathematics, Black/African Americans, Hispanics, Students with Disabilities, English Language Learners, and All FARMs students had average failure rates ranging from 1.6-4.1% higher than the overall average failure rate of ~4% for the aggregate student group of grade 6-8 students. Similarly, in English/Language Arts, students from the same five student groups had failure rates 1.3-3.5% higher than the overall average failure rate of ~4% for the aggregate student group of middle schoolers.

Middle School Academic Outcomes: Percentage of Student Failures (% student enrollment)—
Marking Period 1 (2020–21 to 2021–22)

School Year	Math		ELA		Science		Social Studies	
	2020-21[a]	2021-22	2020-21[a]	2021-22	2020-21[a]	2021-22	2020-21[a]	2021-22
All Students (Grades 6-8)	11.58%	3.02%	9.54%	2.86%	8.47%	2.78%	8.25%	3.15%
Females	10.40%	2.88%	8.28%	2.11%	7.40%	2.32%	7.22%	2.38%
Males	12.71%	3.15%	10.75%	3.57%	9.50%	3.22%	9.23%	3.88%
Gender Neutral	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data
American Indian/Alaska Native	7.35%	0.00%	16.18%	8.51%	7.35%	8.33%	4.41%	6.25%
Asian	4.90%	0.55%	4.28%	1.10%	3.28%	0.82%	2.46%	1.23%
Black/African American	14.50%	4.34%	12.89%	4.13%	10.88%	3.44%	10.13%	4.11%
Hispanic	19.30%	4.81%	14.98%	3.65%	16.78%	5.25%	15.85%	5.22%
Multi-Racial	12.05%	2.02%	9.27%	1.78%	6.74%	1.94%	6.68%	2.34%
Native Hawaiian/Pacific Islander	9.76%	3.23%	2.44%	0.00%	2.44%	0.00%	7.32%	6.45%
White	7.94%	2.04%	6.56%	2.23%	5.02%	1.76%	5.30%	2.12%
Students with Disabilities	19.95%	4.09%	16.32%	4.56%	16.65%	4.89%	14.90%	5.14%
Active ELL Students	31.29%	7.77%	26.07%	5.79%	30.10%	9.38%	30.70%	10.13%
Economically Disadvantaged	22.52%	6.84%	19.88%	6.36%	17.39%	6.03%	16.73%	6.75%
Other FARMS	19.14%	4.69%	15.61%	4.41%	15.93%	4.64%	15.12%	5.14%
All FARMS	20.95%	5.71%	17.93%	5.35%	16.71%	5.30%	15.98%	5.90%
Chronically Absent (>18 days)	65.61%	58.33%	65.21%	44.90%	64.35%	44.90%	62.90%	53.19%

Student groups of at least 10 or more in grades 6–8, includes Es for 1st MP in required core courses in English Language Arts, Mathematics, Science, and Social Studies
[a]*Students completed virtual learning during the 1st MP of 2020–2021   Data Source: BOE Accountability Grades Files MP1, SY2020–2021 & SY2021–2022*

Middle School Academic Outcomes: Percentage of Student Failures (% student enrollment)—
Marking Period 2 (2020–21 to 2021–22)

School Year	Math		ELA		Science		Social Studies	
	2020-21[a]	2021-22	2020-21[a]	2021-22	2020-21[a]	2021-22	2020-21[a]	2021-22
All Students (Grades 6-8)	11.01%	4.05%	9.47%	4.14%	9.42%	3.80%	9.04%	4.28%
Females	9.92%	4.04%	8.30%	3.31%	8.28%	3.20%	8.17%	3.64%
Males	12.03%	4.06%	10.61%	4.93%	10.51%	4.38%	9.87%	4.88%
Gender Neutral	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data
American Indian/Alaska Native	9.86%	4.00%	13.04%	6.00%	8.82%	8.16%	14.49%	10.00%
Asian	3.87%	1.36%	3.72%	1.24%	3.13%	0.95%	4.01%	1.09%
Black/African American	14.35%	5.35%	12.08%	5.79%	11.40%	5.27%	11.55%	5.70%
Hispanic	16.40%	5.79%	15.81%	5.96%	16.71%	6.53%	15.47%	6.40%
Multi-Racial	11.33%	3.74%	9.58%	2.86%	9.56%	3.10%	8.46%	3.82%
Native Hawaiian/Pacific Islander	19.51%	3.33%	9.76%	0.00%	6.98%	0.00%	12.20%	6.67%
White	8.08%	3.01%	6.50%	3.09%	6.34%	2.33%	5.98%	3.05%
Students with Disabilities	19.39%	5.56%	13.78%	5.93%	16.80%	5.04%	14.84%	7.69%
Active ELL Students	25.00%	7.59%	25.67%	8.33%	28.80%	9.64%	26.50%	10.66%
Economically Disadvantaged	22.19%	9.34%	19.09%	9.13%	19.61%	8.49%	18.31%	9.02%
Other FARMS	18.15%	5.28%	16.21%	6.57%	16.99%	5.89%	15.89%	6.47%
All FARMS	20.40%	7.26%	17.83%	7.84%	18.45%	7.15%	17.23%	7.7%1
Chronically Absent (>18 days)	51.42%	24.57%	49.51%	25.65%	47.75%	22.07%	46.44%	25.43%

Student groups of at least 10 or more in grades 6–8, includes Es for 1st MP in required core courses in English Language Arts, Mathematics, Science, and Social Studies
[a]*Students completed virtual learning during the 1st MP of 2020–2021   Data Source: BOE Accountability Grades Files MP1, SY2020–2021 & SY2021–2022*

High

The high school first semester failing grades data show a decrease in the percentage of failures in 2021-22 in comparison to the first semester of 2020-21. Examining the failure percentages more closely reveals a higher failure rate in all four core subject areas for Black/African American, Hispanic, English Language Learner, Students with Disabilities, and All FARMs student groups. Male student failure percentages are 2-3% higher than their female counterparts across all four of the core subject areas.

High School Academic Outcomes: Percentage of Student Failures (% student enrollment)—
Marking Period 1 (2020–21 to 2021–22)

	Math		ELA		Science		Social Studies	
School Year	**2020-21[a]**	**2021-22**	**2020-21[a]**	**2021-22**	**2020-21[a]**	**2021-22**	**2020-21[a]**	**2021-22**
All Students (Grades 9-12)	14.73%	9.49%	14.40%	10.52%	13.50%	8.92%	11.30%	7.48%
Females	11.84%	8.46%	11.34%	9.09%	10.55%	7.55%	8.96%	6.59%
Males	17.56%	10.48%	17.42%	11.91%	16.48%	10.25%	13.87%	8.40%
Gender Neutral	No Data	9.09%	No Data	11.11%	No Data	11.11%	No Data	23.08%
American Indian/Alaska Native	16.36%	15.58%	18.18%	19.48%	13.46%	12.12%	19.30%	14.46%
Asian	6.34%	3.05%	5.53%	3.61%	5.04%	2.81%	3.51%	1.93%
Black/African American	18.52%	12.08%	17.14%	13.13%	17.91%	12.20%	14.78%	10.64%
Hispanic	26.06%	14.97%	23.91%	16.34%	26.26%	16.34%	23.24%	12.57%
Multi-Racial	14.13%	10.00%	13.72%	9.71%	11.60%	7.63%	9.31%	6.34%
Native Hawaiian/Pacific Islander	10.96%	6.06%	13.04%	10.61%	5.77%	3.77%	6.85%	4.69%
White	10.32%	6.74%	11.22%	7.91%	8.61%	5.42%	7.17%	4.84%
Students with Disabilities	23.57%	15.87%	22.31%	14.99%	24.06%	17.11%	21.85%	15.81%
Active ELL Students	42.54%	19.90%	36.03%	21.55%	41.29%	22.58%	38.77%	19.46%
Economically Disadvantaged	28.05%	19.10%	27.54%	20.91%	26.69%	19.06%	23.90%	17.66%
Other FARMS	25.17%	14.39%	23.03%	16.20%	24.59%	15.49%	20.90%	12.27%
All FARMS	26.60%	16.48%	25.32%	18.35%	25.63%	17.09%	22.38%	14.64%
Chronically Absent (>18 days)	73.23%	72.69%	70.12%	70.65%	76.52%	76.17%	75.71%	73.04%

Student groups of at least 10 or more in grades 9-12, includes Es for 1st MP in all courses coded in Powerschool under the core subject areas of Mathematics, English, Science, and Social Studies
[a]*Students completed virtual learning during the 1st MP of 2020–2021*
Data Source: BOE Accountability Grades Files MP1, SY2020-2021 & SY2021–2022

High School Academic Outcomes: Percentage of Student Failures (% student enrollment)—
Marking Period 2 (2020–21 to 2021–22)

School Year	Math 2020-21[a]	Math 2021-22	ELA 2020-21[a]	ELA 2021-22	Science 2020-21[a]	Science 2021-22	Social Studies 2020-21[a]	Social Studies 2021-22
All Students (Grades 9-12)	14.54%	11.32%	14.88%	11.17%	13.78%	10.02%	11.61%	9.32%
Females	12.26%	10.12%	12.02%	9.58%	11.34%	8.31%	9.32%	7.71%
Males	16.75%	12.48%	17.68%	12.72%	16.24%	11.69%	14.10%	11.03%
Gender Neutral	No Data	0.00%	No Data	0.00%	No Data	16.67%	No Data	6.67%
American Indian/Alaska Native	20.00%	21.92%	23.64%	18.67%	21.15%	13.85%	22.41%	18.52%
Asian	5.92%	3.54%	4.67%	4.93%	4.17%	3.14%	4.05%	3.04%
Black/African American	17.60%	14.15%	17.59%	13.73%	18.06%	13.31%	15.02%	12.59%
Hispanic	24.90%	16.71%	22.68%	15.10%	23.76%	16.16%	21.03%	15.56%
Multi-Racial	14.05%	11.85%	15.89%	11.59%	12.71%	10.61%	12.13%	8.77%
Native Hawaiian/Pacific Islander	10.67%	6.25%	11.43%	6.25%	7.41%	5.88%	8.11%	6.45%
White	10.70%	8.56%	12.09%	9.08%	9.75%	6.80%	7.92%	6.21%
Students with Disabilities	22.26%	16.99%	23.50%	15.81%	23.59%	17.57%	22.74%	17.46%
Active ELL Students	36.55%	20.54%	30.88%	20.54%	34.85%	21.81%	33.17%	21.32%
Economically Disadvantaged	28.06%	22.99%	28.52%	22.56%	27.19%	21.90%	24.74%	21.40%
Other FARMS	23.96%	16.23%	22.24%	15.01%	23.60%	15.98%	20.16%	14.46%
All FARMS	26.09%	19.30%	25.58%	18.54%	25.45%	18.69%	22.53%	17.59%
Chronically Absent (>18 days)	53.29%	43.47%	52.55%	43.88%	54.70%	46.20%	51.26%	43.45%

*Student groups of at least 10 or more in grades 9-12, includes Es for 1st MP in all courses coded in Powerschool under the core subject areas of Mathematics, English, Science, and Social Studies
[a]Students completed virtual learning during the 1st MP of 2020-2021   Data Source: BOE Accountability Grades Files MP1, SY2020-2021 & SY2021-2022

Academic Goals: Projections for End of the 2021–22 School Year

We are proud of our students' improved performance in targeted areas as of the end of Quarter 2. Where students have not met with success, we are offering them extra in-school and after-school support. We will continue to support students to succeed in our targeted academic areas of mathematics and reading/English as well as in all other academic areas throughout the remainder of the 2021–22 school year.

Ultimately, our goal is to close academic gaps between student groups and support all students to meet their potential aligned to the standards in all content areas. The tables on the following pages identify our Quarter 2 student data in addition to our projected EOY Quarter 4 performance targets for all student groups.

Elementary Academic Goals: Percentage of Student Failures (% student enrollment)—
Quarter 2 and Projected EOY 2021-22 Quarter 4 Student Performance

School Year	Math Q2: 21–22	Math Q4: 21–22 Projection	Reading/Writing Q2: 21–22	Reading/Writing Q4: 21–22 Projection	Science Q2: 21–22	Science Q4: 21–22 Projection	Social Studies Q2: 21–22	Social Studies Q4: 21–22 Projection
All Students (Grades 3–5)	1.29%	1.16%	1.13%	1.02%	0.59%	0.53%	0.77%	0.69%
Females	1.34%	1.21%	0.86%	0.77%	0.48%	0.43%	0.53%	0.48%
Males	1.23%	1.11%	1.41%	1.27%	0.71%	0.64%	1.01%	0.91%
American Indian/Alaska Native	0.00%	0.00%	1.15%	1.04%	0.00%	0.00%	0.00%	0.00%
Asian	0.42%	0.38%	0.14%	0.13%	0.14%	0.13%	0.00%	0.00%
Black/African American	2.64%	2.38%	2.22%	2.00%	1.23%	1.11%	1.72%	1.55%
Hispanic	1.82%	1.64%	1.72%	1.55%	1.04%	0.94%	0.93%	0.84%
Multi–Racial	0.85%	0.77%	1.09%	0.98%	0.16%	0.14%	0.57%	0.51%
Native Hawaiian/Pacific Islander	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
White	0.59%	0.53%	0.49%	0.44%	0.23%	0.21%	0.37%	0.33%
Students with Disabilities	2.44%	2.20%	1.98%	1.78%	1.39%	1.25%	2.05%	1.85%
Active ELL Students	2.19%	1.97%	2.10%	1.89%	1.29%	1.16%	1.14%	1.03%
Economically Disadvantaged	3.58%	3.22%	3.18%	2.86%	1.67%	1.50%	2.09%	1.88%
Other FARMS	1.86%	1.67%	1.46%	1.31%	0.71%	0.64%	1.09%	0.98%
All FARMS	2.76%	2.48%	2.36%	2.12%	1.21%	1.09%	1.62%	1.46%
Chronically Absent (>18 days)	10.33%	9.30%	8.65%	7.79%	5.00%	4.50%	6.75%	6.08%

Student groups of at least 10 or more in grades 3–5, includes all applicable "courses" in reading and math
Data Source: BOE Accountability Grades Files MP2, SY2021–2022

Middle Academic Goals: Percentage of Student Failures (% student enrollment)—
Quarter 2 and Projected EOY 2021-22 Quarter 4 Student Performance

	Math		ELA		Science		Social Studies	
School Year	**Q2: 21–22**	**Q4: 21–22 Projection**	**Q2: 21–22**	**Q4: 21–22 Projection**	**Q2: 21–22**	**Q4: 21–22 Projection**	**Q2: 21–22**	**Q4: 21–22 Projection**
All Students (Grades 6–8)	4.05%	3.65%	4.14%	3.73%	3.80%	3.42%	4.28%	3.85%
Females	4.04%	3.63%	3.31%	2.98%	3.20%	2.88%	3.64%	3.28%
Males	4.06%	3.65%	4.93%	4.44%	4.38%	3.94%	4.88%	4.39%
Gender Neutral	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data
American Indian/Alaska Native	4.00%	3.60%	6.00%	5.40%	8.16%	7.34%	10.00%	9.00%
Asian	1.36%	1.22%	1.24%	1.12%	0.95%	0.86%	1.09%	0.98%
Black/African American	5.35%	4.82%	5.79%	5.21%	5.27%	4.74%	5.70%	5.13%
Hispanic	5.79%	5.21%	5.96%	5.36%	6.53%	5.88%	6.40%	5.76%
Multi–Racial	3.74%	3.37%	2.86%	2.57%	3.10%	2.79%	3.82%	3.44%
Native Hawaiian/Pacific Islander	3.33%	3.00%	0.00%	0.00%	0.00%	0.00%	6.67%	6.00%
White	3.01%	2.71%	3.09%	2.78%	2.33%	2.10%	3.05%	2.75%
Students with Disabilities	5.56%	5.00%	5.93%	5.34%	5.04%	4.54%	7.69%	6.92%
Active ELL Students	7.59%	6.83%	8.33%	7.50%	9.64%	8.68%	10.66%	9.59%
Economically Disadvantaged	9.34%	8.41%	9.13%	8.22%	8.49%	7.64%	9.02%	8.12%
Other FARMS	5.28%	4.75%	6.57%	5.91%	5.89%	5.30%	6.47%	5.82%
All FARMS	7.26%	6.53%	7.84%	7.06%	7.15%	6.44%	7.71%	6.94%
Chronically Absent (>18 days)	24.57%	22.11%	25.65%	23.09%	22.07%	19.86%	25.43%	22.89%

*Student groups of at least 10 or more in grades 6–8, includes Es for 2nd MP in required core courses in English Language Arts, Mathematics, Science, and Social Studies
Data Source: BOE Accountability Grades Files MP2, SY2021–2022

High Academic Goals: Percentage of Student Failures (% student enrollment)—
Quarter 2 and Projected EOY 2021-22 Quarter 4 Student Performance

	Math		ELA		Science		Social Studies	
School Year	**Q2: 21–22**	**Q4: 21–22 Projection**	**Q2: 21–22**	**Q4: 21–22 Projection**	**Q2: 21–22**	**Q4: 21–22 Projection**	**Q2: 21–22**	**Q4: 21–22 Projection**
All Students (Grades 9–12)	11.32%	10.19%	11.17%	10.05%	10.02%	9.02%	9.32%	8.39%
Females	10.12%	9.11%	9.58%	8.62%	8.31%	7.48%	7.71%	6.94%
Males	12.48%	11.23%	12.72%	11.45%	11.69%	10.52%	11.03%	9.93%
Gender Neutral	0.00%	0.00%	0.00%	0.00%	16.67%	15.00%	6.67%	6.00%
American Indian/Alaska Native	21.92%	19.73%	18.67%	16.80%	13.85%	12.47%	18.52%	16.67%
Asian	3.54%	3.19%	4.93%	4.44%	3.14%	2.83%	3.04%	2.74%
Black/African American	14.15%	12.74%	13.73%	12.36%	13.31%	11.98%	12.59%	11.33%
Hispanic	16.71%	15.04%	15.10%	13.59%	16.16%	14.54%	15.56%	14.00%
Multi–Racial	11.85%	10.67%	11.59%	10.43%	10.61%	9.55%	8.77%	7.89%
Native Hawaiian/Pacific Islander	6.25%	5.63%	6.25%	5.63%	5.88%	5.30%	6.45%	5.81%
White	8.56%	7.70%	9.08%	8.17%	6.80%	6.12%	6.21%	5.59%
Students with Disabilities	16.99%	15.29%	15.81%	14.23%	17.57%	15.81%	17.46%	15.71%
Active ELL Students	20.54%	18.49%	20.54%	18.49%	21.81%	19.63%	21.32%	19.19%
Economically Disadvantaged	22.99%	20.69%	22.56%	20.30%	21.90%	19.71%	21.40%	19.26%
Other FARMS	16.23%	14.61%	15.01%	13.51%	15.98%	14.38%	14.46%	13.01%
All FARMS	19.30%	17.37%	18.54%	16.69%	18.69%	16.82%	17.59%	15.83%
Chronically Absent (>18 days)	43.47%	39.12%	43.88%	39.49%	46.20%	41.58%	43.45%	39.09%

*Student groups of at least 10 or more in grades 9–12, includes Es for 2nd MP in all courses coded in Powerschool under the core subject areas of Mathematics, English, Science, and Social Studies; Source: BOE Accountability Grades Files MP2, SY2020-2021 & SY2021-2022

Chronic Absenteeism

There has been an increase in Chronic Absenteeism at each of the elementary, middle, and high school levels from the 2019–20 school year to the present time.

chronically absent = missing 10% or more of days enrolled; Student groups with percentages less than 5% are not included in this data.

Attendance Data 2019–20 through 2021–22

Chronic Absenteeism–Overall–1st Quarter				
	2019–20	2020–21	2021–22	Δ
K-12	11%	18%	19%	8%
ES	8%	11%	19%	11%
MS	10%	17%	15%	5%
HS	16%	28%	22%	6%

Chronic Absenteeism–Overall–1st Semester				
	2019–20	2020–21	2021–22	Δ
K-12	14%	18%	25%	11%
ES	11%	12%	24%	13%
MS	13%	18%	20%	7%
HS	21%	28%	31%	10%

There has been an increase in Chronic Absenteeism at each grade level from the 2019–20 school year to the present time.

Chronic Absenteeism–By Grade Level – 1st Quarter				
	2019–20	2020–21	2021–22	Δ
K	11%	14%	22%	11%
1	10%	12%	21%	11%
2	8%	12%	19%	11%
3	7%	11%	18%	11%
4	7%	10%	18%	11%
5	8%	9%	17%	9%
6	8%	16%	14%	6%
7	10%	17%	14%	4%
8	11%	18%	15%	4%
9	13%	22%	21%	8%
10	16%	26%	21%	5%
11	15%	26%	21%	6%
12	21%	38%	24%	3%

Chronic Absenteeism–By Grade Level – 1st Semester				
	2019–20	2020–21	2021–22	Δ
K	14%	15%	28%	14%
1	12%	13%	26%	14%
2	9%	12%	24%	15%
3	9%	12%	23%	14%
4	9%	11%	22%	13%
5	10%	10%	23%	13%
6	11%	16%	20%	9%
7	13%	18%	19%	6%
8	16%	20%	21%	5%
9	18%	23%	29%	11%
10	21%	28%	29%	8%
11	20%	28%	30%	10%
12	26%	34%	36%	10%

The following eight charts show there has been an increase in Chronic Absenteeism overall and for each of the student groups at the elementary, middle, and high school levels from the 2019–20 school year to the present time.

Chronic Absenteeism–K–12 by Student Group – 1st Quarter				
	2019–20	2020–21	2021–22	Δ
Black/African-American	13%	23%	21%	8%
Hispanic	13%	25%	23%	10%
White	10%	13%	17%	7%
Special Education	18%	29%	28%	10%
ELL	12%	27%	24%	12%
FARMs	11%	30%	28%	17%

Chronic Absenteeism–K–12 by Student Group – 1st Semester				
	2019–20	2020–21	2021–22	Δ
Black/African-American	17%	25%	30%	13%
Hispanic	18%	26%	31%	13%
White	12%	14%	22%	10%
Special Education	23%	29%	37%	14%
ELL	17%	28%	31%	14%
FARMs	22%	30%	38%	16%

Chronic Absenteeism–Elementary by Student Group – 1st Quarter				
	2019–20	2020–21	2021–22	Δ
Black/African-American	10%	16%	22%	12%
Hispanic	9%	16%	24%	15%
White	8%	8%	16%	8%
Special Education	13%	20%	26%	13%
ELL	8%	18%	24%	16%
FARMs	12%	21%	28%	16%

Chronic Absenteeism–Elementary by Student Group – 1st Semester				
	2019–20	2020–21	2021–22	Δ
Black/African-American	13%	18%	29%	16%
Hispanic	12%	17%	32%	20%
White	9%	8%	20%	11%
Special Education	18%	21%	34%	16%
ELL	12%	18%	31%	19%
FARMs	16%	24%	37%	21%

Chronic Absenteeism–Middle by Student Group – 1st Quarter				
	2019–20	2020–21	2021–22	Δ
Black/African-American	11%	23%	16%	5%
Hispanic	10%	25%	15%	5%
White	10%	12%	14%	4%
Special Education	18%	31%	24%	6%
ELL	10%	33%	17%	7%
FARMs	15%	31%	21%	6%

Chronic Absenteeism–High by Student Group – 1st Quarter				
	2019–20	2020–21	2021–22	Δ
Black/African-American	19%	33%	23%	4%
Hispanic	24%	42%	26%	2%
White	13%	22%	20%	7%
Special Education	26%	41%	33%	7%
ELL	28%	54%	32%	4%
FARMs	26%	43%	33%	7%

Chronic Absenteeism–Middle by Student Group – 1st Semester				
	2019–20	2020–21	2021–22	Δ
Black/African-American	15%	24%	25%	10%
Hispanic	14%	26%	22%	8%
White	13%	12%	18%	5%
Special Education	23%	31%	33%	10%
ELL	13%	34%	23%	10%
FARMs	21%	32%	31%	10%

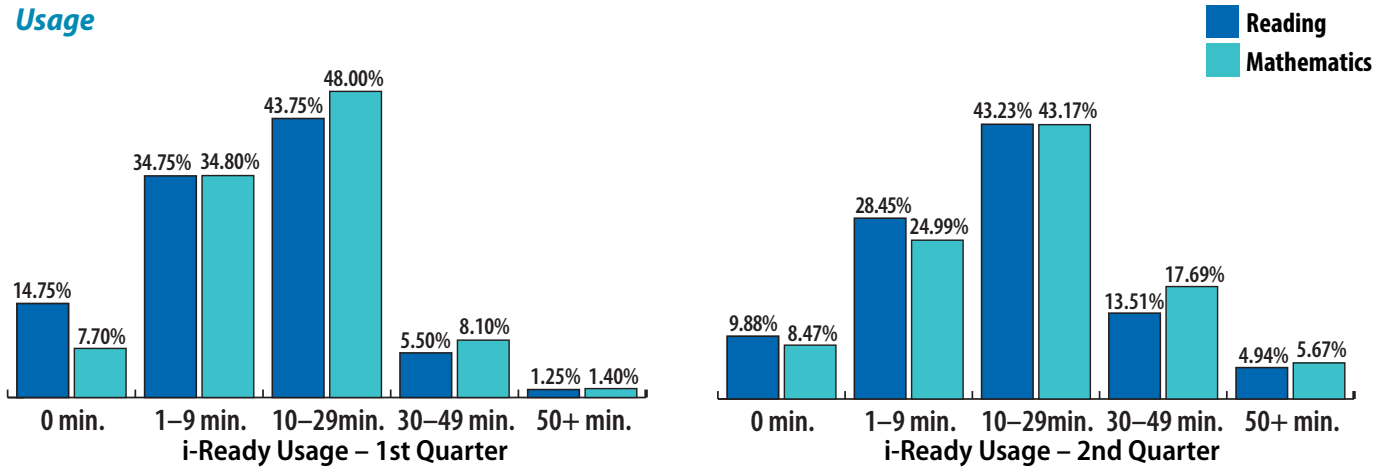| Chronic Absenteeism–High by Student Group – 1st Semester				
	2019–20	2020–21	2021–22	Δ
Black/African-American	25%	34%	35%	10%
Hispanic	31%	42%	37%	6%
White	17%	22%	28%	11%
Special Education	32%	40%	44%	12%
ELL	37%	53%	40%	3%
FARMs	34%	44%	44%	10%

** *Special ED – students with IEPs; FARMs – Econ Dis, Free, Reduced; EL – Active, Release <2, Refused*

Chronic absenteeism is a challenge for AACPS. We have engaged our students, parents, and educators to share the importance of daily attendance at school in order to ultimately realize student success. Additionally, we have engaged outside community organizations to support our efforts to have all AACPS students attending school regularly.

i-Ready Usage and Diagnostics

The key to growth in learning is practice. Hence, the i-Ready usage data is important for us to collect as it should be an indicator of eventual student growth and progress in mathematics and reading. Below you will find the i-Ready student use data for Quarters 1 and 2 of the 2021–2022 school year. Although we still have some students who are not using i-Ready for 30 min or more weekly, the percentage of students who are doing so has increased almost threefold from the first quarter to the second quarter of this year.

Usage

Reading
Mathematics

i-Ready Usage – 1st Quarter

	Reading	Mathematics
0 min.	14.75%	7.70%
1–9 min.	34.75%	34.80%
10–29min.	43.75%	48.00%
30–49 min.	5.50%	8.10%
50+ min.	1.25%	1.40%

i-Ready Usage – 2nd Quarter

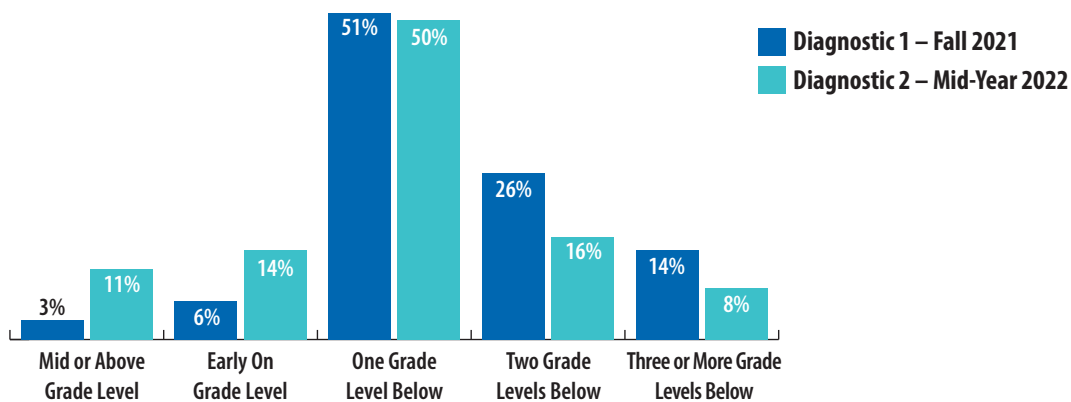|	Reading	Mathematics
0 min.	9.88%	8.47%
1–9 min.	28.45%	24.99%
10–29min.	43.23%	43.17%
30–49 min.	13.51%	17.69%
50+ min.	4.94%	5.67%

Diagnostics

The following showcases the data comparing i-Ready diagnostics conducted at the beginning of the school year (Diagnostic 1) versus the midyear (Diagnostic 2) results.

NOTE: All AACPS K-8 students were not identified to complete both Fall and Mid-Year i-Ready diagnostics; therefore, the data below reflects those students who took both assessments. For the second i-Ready diagnostic (mid-year), 18,058 K–5 students took the math assessment and 5,515 students took the reading assessment. Many of these students, but not all, who took the mid-year diagnostics are from Title I funded schools.

It is worth noting that there is significant positive student growth in math and reading between the fall and mid-year diagnostic—especially in AAACPS Title I-funded schools.
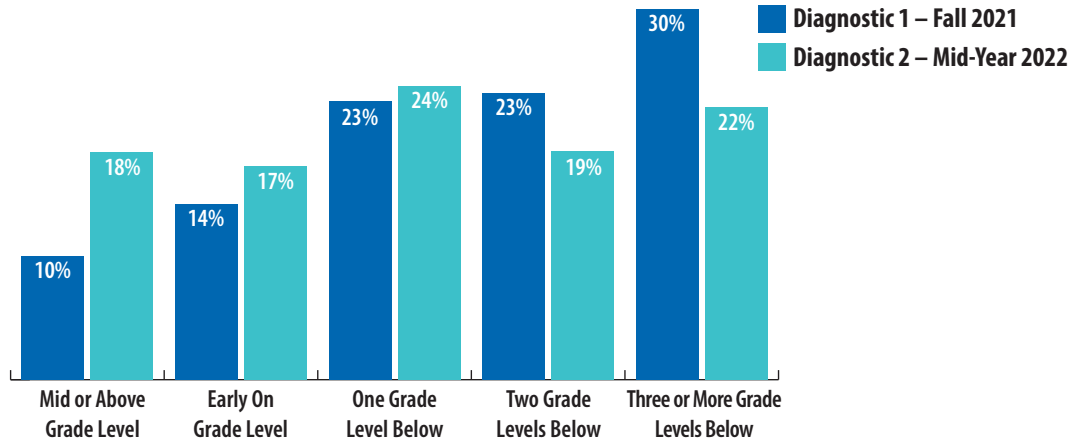
i-Ready Math
Participating students in Grades K–5: Percent Students at each Performance Level

Diagnostic 1 – Fall 2021
Diagnostic 2 – Mid-Year 2022

	Diagnostic 1 – Fall 2021	Diagnostic 2 – Mid-Year 2022
Mid or Above Grade Level	3%	11%
Early On Grade Level	6%	14%
One Grade Level Below	51%	50%
Two Grade Levels Below	26%	16%
Three or More Grade Levels Below	14%	8%

i-Ready Reading

Participating students in Grades 3–5: Percent Students at each Performance Level

Ultimately, by the end of this school year when all K–8 students sit for the EOY i-Ready diagnostic, we project that there will be at least a 10% increase from the first diagnostic to the final diagnostic in the number of students in all student groups who engaged with i-Ready for a 30 min/week or greater length of time in both Reading and Mathematics. In addition, we believe that students in all student groups who engage in i-Ready use at 30 min or greater per week in Reading and Mathematics, will see a statistically significant positive difference in their i-Ready EOY diagnostics in both content areas than their peers who engaged with i-Ready supports for less than 30 min per week. We project that there will be a 10% increase in the numbers of students performing at the Mid or Above Grade Level target in both Reading and Mathematics. Finally, we also project that 10% of the student in all student groups will move up at least one i-Ready diagnostic level in both content areas from the beginning to the end of the 2021–2022 school year.

When the final Reopening Report is submitted to MSDE at the end of this 2021–22 school year, it will include i-Ready midyear and final end-of-year i-Ready data disaggregated by level, student group, and gender.