

Relationships, Opportunities, Achievement



Charles Whittaker, 2022 AACPS Teacher of the Year

Spring 2022 Update and 2022–2023 School Year Plan

Opening Remarks

The 2021–2022 school year afforded in-person instruction for county students. With it came careful planning, preparation for social emotional learning and supports for learning growth. However, as with all LEAs, responsive action was required throughout the year to address the lingering implications of the COVID-19 pandemic. For AACPS this included staffing shortages in almost every career area, 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 allowed us to persevere and innovate for the future.

With the closure of 2021–2022, we are proud of our students and employees. Specifically, our teachers and their implementation of dynamic teaching and learning using a new learning management system are to be commended. Moreover, we celebrate our students and the growth they made during the post-pandemic year, a challenging year that was not what anyone expected.

As we launch into 2022–2023, we believe Dr. Mark Bedell, our new AACPS School Superintendent, will lead us to increase student opportunities, engagement, and learning growth. This year will include our initiation of new healthier school start times, expansion of Pre-K programs for 3 year old and 4 year old children, continued focus on eliminating opportunity gaps, and maintain our student-centered daily learning schedules that include time for wellness, academic support, and club-time for social emotional engagement.

Please take time to read and understand the information in this plan. It offers our reflections on the 2021–2022 school year and strategic road map to access, equity, and educational excellence for the upcoming 2022–2023 school year.

Updates will be made as they occur, with more information published on our website.

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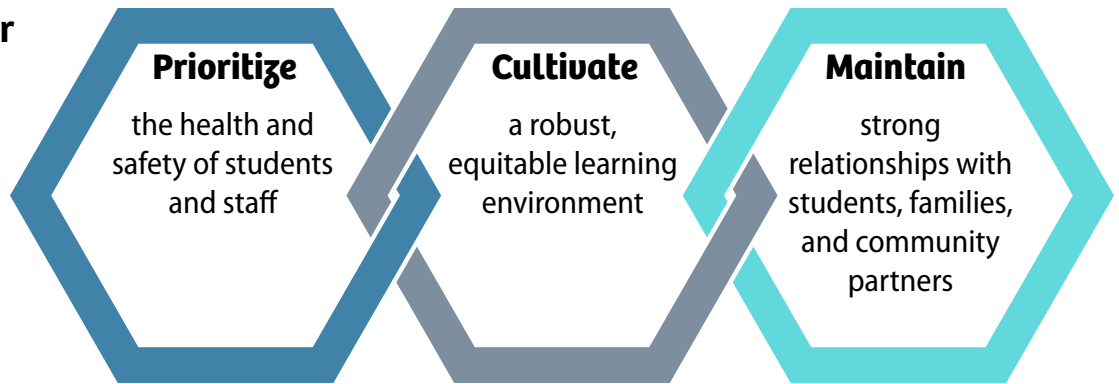
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Moving Forward

Guiding Principles for Sustaining Schools



Guiding Principles for Supporting Schools



The 14 Future Planning Committees (FPCs) established in the spring of 2020 continue their work to review the results of their planning toward annual reopening. This includes addressing issues related to keeping educational and operational flows functional and efficient. Additional workgroups were formed with enhanced community stakeholders to inform the Reopening Plan and AACPS practices. This report is a culmination of that work and is inclusive of qualitative feedback to ensure school system actions are aligned with the intent or prescriptions of the overall Reopening Plan.

AACPS continues to value 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 continued 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 in the 2021-2022 school year. By developing or bolstering existing policies, the school system has made it a priority to address safe and inclusive environments for LGBTQ+ students and staff; eliminate bias-motivated behavior and language; and increase 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.

The school district continued its equity work with a 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 in the school. In fact, all AACPS schools have initiated the planning of culturally responsive lessons with the inclusion of equity goals in their School Improvement Plans (SIPs). Aiming to promote academic success and social-emotional well-being in a safe and inclusive environment, four half-day equity-related professional development sessions for all staff continued throughout 2021-2022.

We will continue to stay the course with our equity-driven decision making and equity-focused professional development for all staff in the 2022-2023 school year. As our Strategic Plan’s first driving value states, **All means ALL**. We are striving to realize a school system where diversity is invited, nurtured, and celebrated in our student body, across our staff, and in our communities.

Teaching & Learning

Recruitment & Staffing

To support quality teaching and learning experiences for students, creative and persistent staffing strategies were utilized in 2021–2022, such as itinerant teaching assignments, contracted positions, adjunct professors, and temporary hires.

For 2022–2023, these same strategies have been employed in addition to the extension of conditional contracts allowable by MSDE, and retire/rehire pursuits.

Professional Development

AACPS highly values the role of professional growth and development of staff. In addition to building capacity in their craft, opportunities to enhance technological aptitude and efficiency, are available to county educators. These include numerous electronic resources, on-demand learning modules (including creating a Brightspace course), and Brightspace training offerings through the Office of Technology with on-site coaching to ensure the tools of the Learning Management System (LMS) come alive in the teaching and learning process. Additionally, the Office of Student data offers regular office hours/guidance documents to support any administrator or teacher who may have student data related process or procedural questions.

Note: The focus of building craft to meet the needs and accelerate learning for our incredible youth continued during the Summer of 2022. Specifically, it included System targets aligned to the Strategic Plan such as

Assessments	Equity	New Teacher Support
College and & Career Ready	Instructional Strategies	Operational Support
Curriculum & Content	Instructional Technology	Secondary Literacy
Environmental Literacy	Leadership Development	Student Support Services

SY2021–2022 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.

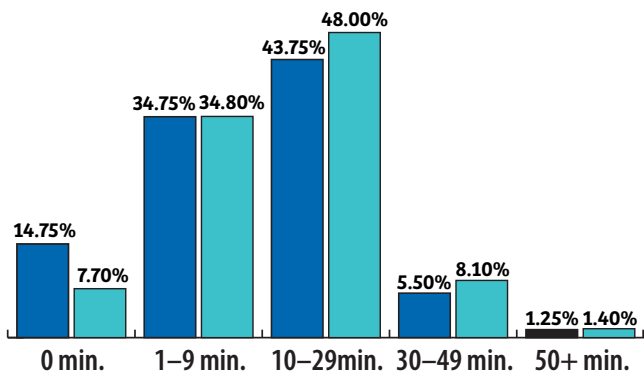
On the following pages are key data highlights from the first and fourth marking periods of the 2021–2022 school year. This data informed and resulted from academic decision-making in the effort to support academic recovery, growth, and achievement. Overall, AACPS values the importance of triangulating data to tell stories through the numbers to reflect a growth mindset.

i-Ready Diagnostics

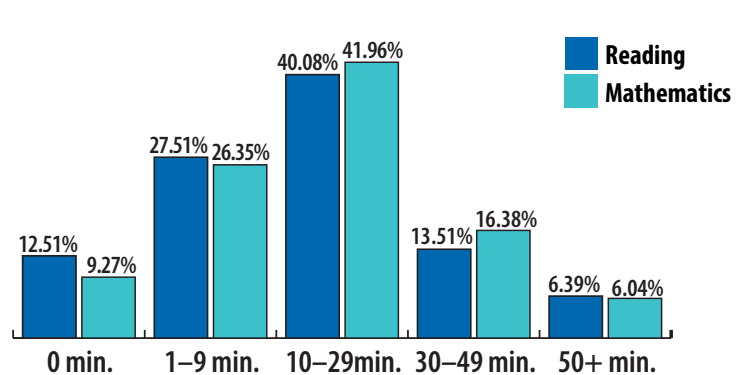
i-Ready diagnostic assessments have been completed and continue to be used to monitor K–8 student progress in reading and mathematics to identify students needing additional support and to inform and impact differentiated instructional delivery.

2021–2022 K–8 i-Ready Engagement Percentages (Reading & Mathematics)

Weekly i-Ready usage 1st quarter



Weekly i-Ready usage 4th quarter



K-8 i-Ready Diagnostics Analyses

Initially, it is important that the student engage with the i-Ready instruction tool if they are to see learning gains on the i-Ready assessments. Clearly, there is significant positive i-Ready usage growth from the 1st quarter to the 4th quarter of the 2021–2022 school year in both Reading and Mathematics.

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 iReady 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 iReady tool in a meaningful way. Comparing the data between first and fourth quarters of the 2021–2022 school year, usage continues to grow toward targeted times for effective development. Students continue to trend toward approximately 30-minutes per week of usage, and AACPS will work to increase that usage in the upcoming school year by encouraging schools to provide time for iReady usage

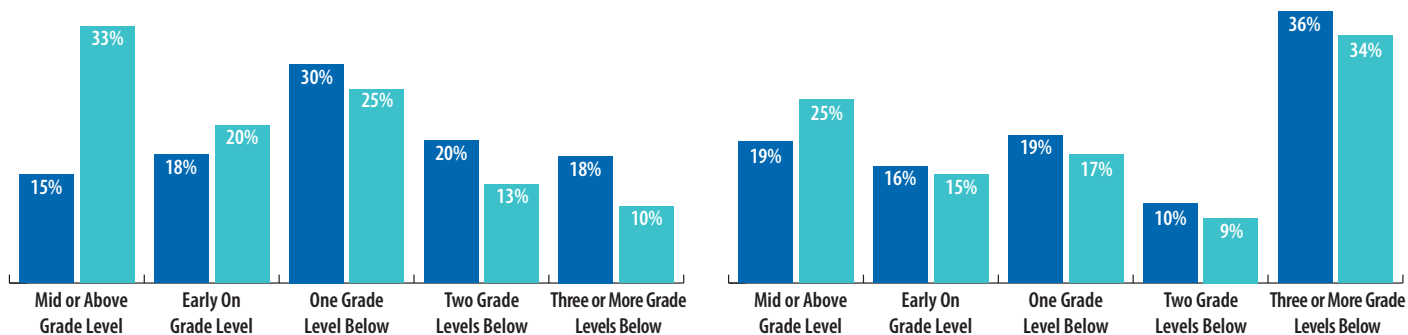
during the school day. Understanding that students need time to transition between tasks, it is possible that some additional time is needed to help students achieve the targeted usage times. In addition, AACPS will continue to create opportunities for families to be aware of the benefits and usage goals for this program to encourage student usage at home.

2021–2022 K–8 i-Ready Reading Performance Level Percentages (Grades 3–8)

Participating students in Grades 3–5

Participating students in Grades 6–8

■ Fall 2021
■ Spring 2022



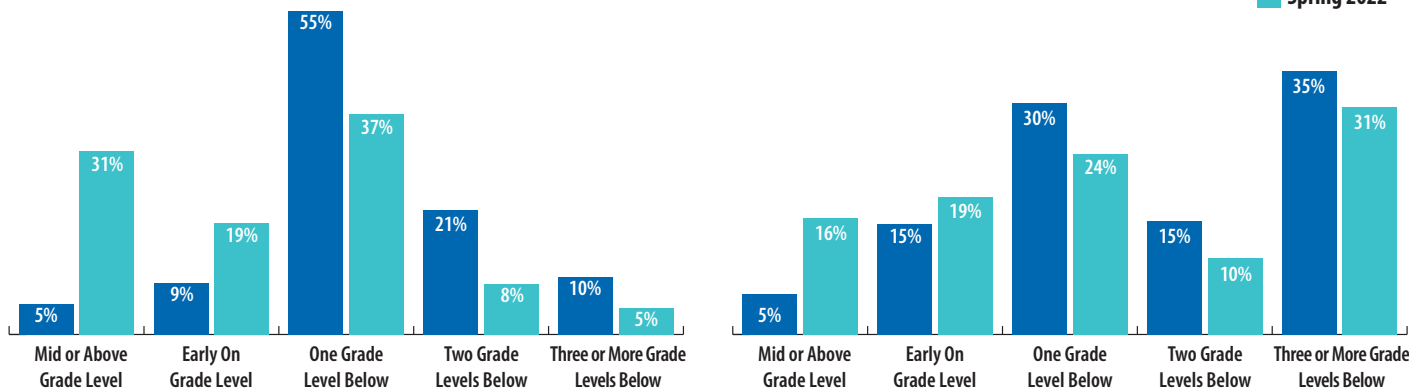
Students across grades 3–8 showed improvement in their i-Ready reading performances. Most worthy of note is the movement from only 33% of gr 3–5 students reading on or above grade level at the beginning of the 2021–2022 school year to approximately 53% doing so by the end of the year. While middle school student growth wasn’t as significant, it is worth noting that the group of middle schoolers reading on or above grade level in the fall of 2022 was 35%; this group enlarged to 40% by the end of the school year. Unfortunately, the group most resistant to change is the middle school student group reading three or more levels below grade level; this group remained in the 30–40% range, only reducing by 2% over the course of the year. We will focus on these students during the next school year.

2021–2022 K–8 i-Ready Math Performance Level Percentages (Grades K–8)

Participating students in Grades K–5

Participating students in Grades 6–8

■ Fall 2021
■ Spring 2022



Students across grades K–8 showed improvement in their i-Ready mathematics performances. We are very excited to see the movement from 14% of gr K–5 students performing on or above grade level in mathematics at the beginning of the 2021–2022 school year to approximately 50% doing so by the end of the year. Less than 15% of K–5 students performed at two or more grade levels below level in mathematics by the end of the school year. Although performing below grade level is not desired, we are seeing positive student achievement movement.

While middle school student growth wasn't as positive, we did see 35% of our middle schoolers performing on or above grade level in mathematics in the Spring of 2022, up from 30% in the Fall of 2022. Unfortunately, similar to the i-Ready reading performance results for middle school students, the group most resistant to change is the middle school student group reading three or more levels below grade level; this group remained in the 30-40% range, only reducing by 4% over the course of the year. 31% of our middle school students still remained three or more grades below grade level in their mathematics performance results by the end of the 2021-2022 school year. We will focus on these students during the next school year. Middle school engagement using i-Ready must increase as does our staff's ability to increase the relevance of math in the every day world of a middle school student. As engagement and relevance increase, achievement will follow.

Academic Outcomes

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

Elementary

Examination of first and fourth 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 and fourth marking periods in 2021-2022 when compared to those same recording periods in the 2020-21 school year. The data chart shows that the total percentage of all elementary students who earned failing grades in core subject areas during the first and fourth marking periods of the two-year timeframe. Closer examination of the 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 2021-2022)**

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%

^aStudent groups of at least 10 or more in grades 3-5, includes all applicable "courses" in reading and math

^aStudents 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 4 (2020–21 to 2021–2022)**

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)	4.39%	1.18%	4.75%	1.21%	4.10%	0.59%	4.05%	0.76%
Females	3.98%	1.00%	4.04%	0.91%	3.88%	0.40%	3.56%	0.62%
Males	4.79%	1.37%	5.46%	1.51%	4.32%	0.78%	4.54%	0.90%
American Indian/Alaska Native	10.58%	0.00%	12.82%	0.00%	11.54%	0.00%	9.62%	1.69%
Asian	1.90%	0.27%	2.40%	0.18%	1.83%	0.27%	1.97%	0.00%
Black/African American	7.15%	2.61%	7.79%	2.52%	6.40%	1.23%	5.97%	1.72%
Hispanic	7.63%	1.50%	8.45%	1.91%	7.37%	0.69%	7.46%	0.88%
Multi-Racial	3.78%	0.61%	4.00%	0.81%	3.45%	0.33%	3.69%	0.57%
Native Hawaiian/Pacific Islander	0.00%	0.00%	1.01%	0.00%	0.00%	0.00%	0.00%	0.00%
White	2.18%	0.56%	2.24%	0.47%	2.06%	0.32%	2.07%	0.35%
Students with Disabilities	6.21%	2.61%	6.46%	2.49%	5.90%	2.12%	5.96%	2.17%
Active ELL Students	10.18%	1.81%	10.77%	2.20%	9.16%	0.78%	9.38%	0.97%
Economically Disadvantaged	10.64%	2.97%	11.44%	3.01%	10.08%	1.50%	9.28%	2.04%
Other FARMS	7.63%	1.52%	8.27%	1.72%	7.43%	0.77%	7.40%	0.74%
All FARMS	9.35%	2.31%	10.08%	2.43%	8.88%	1.17%	8.47%	1.45%
Chronically Absent (>18 days)	23.35%	3.46%	25.75%	3.67%	23.00%	1.93%	22.51%	2.27%

^aStudent groups of at least 10 or more in grades 3-5, includes all applicable "courses" in reading and math

^aStudents completed hybrid or virtual learning during the 4th MP of 2020–2021
Data Source: SMSODS SY2020–2021 & SY2021–2022

Additionally, as shared in the Midyear Update Report, AACPS, instituted 4th quarter projection metrics to all Academic Outcomes. Thus, the chart below represents the delta of 4th quarter projections to actuals in the spring of 2022.

**Elementary Academic Goals: Percentage of Student Failures (% student enrollment)—
2022 Quarter 4 Student Performance Projections with Actuals**

School Year/Results	Math			Reading/Writing			Science			Social Studies		
	Proj.	Actuals	Δ	Proj.	Actuals	Δ	Proj.	Actuals	Δ	Proj.	Actuals	Δ
All Students (Grades 3–5)	1.16%	1.18	+0.02%	1.02%	1.21%	+0.19%	.53%	0.59%	+0.06%	0.69%	0.76%	+0.07%
Females	1.21%	1.00%	-0.21%	0.77%	0.91%	+0.14%	0.43%	0.40%	-0.03%	0.48%	0.62%	+0.14%
Males	1.11%	1.37%	+0.26%	1.27%	1.51%	+0.24%	0.64%	0.78%	+0.14%	0.91%	0.90%	-0.01%
American Indian/ Alaska Native	0.00%	0.00%	N/A	1.04%	0.00%	N/A	0.00%	0.00%	N/A	0.00%	1.69%	+1.69%
Asian	0.38%	0.27%	-0.11%	0.13%	0.18%	+0.05%	0.13%	0.27%	+0.14%	0.00%	0.00%	N/A
Black/African American	2.38%	2.61%	+0.23%	2.00%	2.52%	+0.52%	1.11%	1.23%	+0.12%	1.55%	1.72%	+0.17%
Hispanic	1.64%	1.50%	-0.14%	1.55%	1.91%	+0.36%	0.94%	0.69%	-0.25%	0.84%	0.88%	+0.04%
Multi-Racial	0.77%	0.61%	-0.16%	0.98%	0.81%	-0.17%	0.14%	0.33%	+0.19%	0.51%	0.57%	+0.06%
Native Hawaiian/ Pacific Islander	0.00%	0.00%	N/A	0.00%	0.00%	N/A	0.00%	0.00%	N/A	0.00%	0.00%	N/A
White	0.53%	0.56%	+0.03%	0.44%	0.47%	+0.03%	0.21%	0.32%	+0.11%	0.33%	0.35%	+0.02%

School Year/Results	Math			Reading/Writing			Science			Social Studies		
	Proj.	Actuals	Δ	Proj.	Actuals	Δ	Proj.	Actuals	Δ	Proj.	Actuals	Δ
Students with Disabilities	2.20%	2.61%	+0.41%	1.78%	2.49%	+0.71%	1.25%	2.12%	+0.87%	1.85%	2.17%	+0.32%
Active ELL Students	1.97%	1.81%	-0.16%	1.89%	2.20%	+0.31%	1.16%	0.78%	-0.38%	1.03%	0.97%	-0.06%
Economically Disadvantaged	3.22%	2.97%	-0.25%	2.86%	3.01%	+0.15%	1.50%	1.50%	N/A	1.88%	2.04%	+0.16
Other FARMS	1.67%	1.52%	-0.15%	1.31%	1.72%	+0.41%	0.64%	0.77%	+0.13%	0.98%	0.74%	-0.24%
All FARMS	2.48%	2.31%	+0.17%	2.12%	2.43%	+0.31%	1.09%	1.17%	+0.08%	1.46%	1.45%	-0.01%
Chronically Absent (>18 days)	9.30%	3.46%	-5.84%	7.79%	3.67%	-4.12%	4.50%	1.93%	-2.57%	6.08%	2.27%	-3.81%

*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

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 student 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 African 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 2021–2022)

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%

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
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%

^aStudent 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

^aStudents 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 4 (2020-21 to 2021-2022)

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)	9.13%	4.43%	8.77%	4.23%	10.59%	4.17%	9.00%	3.97%
Females	8.21%	3.98%	7.92%	3.40%	10.00%	3.38%	8.41%	3.26%
Males	10.01%	4.83%	9.59%	5.02%	11.16%	4.91%	9.57%	4.63%
Gender Neutral	N/A	22.22%	N/A	11.11%	N/A	11.11%	N/A	20.00%
American Indian/Alaska Native	11.59%	8.51%	8.70%	2.08%	10.14%	2.17%	5.80%	10.42%
Asian	4.63%	1.84%	5.39%	1.74%	4.76%	0.66%	4.76%	1.30%
Black/African American	10.73%	5.52%	11.16%	5.23%	13.15%	5.83%	11.40%	5.38%
Hispanic	13.36%	6.54%	13.62%	5.84%	16.58%	5.90%	15.04%	5.51%
Multi-Racial	10.63%	4.51%	9.44%	4.38%	11.74%	4.54%	8.67%	3.66%
Native Hawaiian/Pacific Islander	17.07%	6.67%	9.76%	3.23%	7.32%	0.00%	7.32%	0.00%
White	6.93%	3.25%	6.15%	3.33%	7.52%	2.93%	6.07%	2.91%
Students with Disabilities	13.17%	5.78%	11.54%	6.26%	15.77%	7.45%	11.82%	6.67%
Active ELL Students	17.50%	9.65%	18.47%	6.97%	24.64%	8.77%	21.37%	8.47%
Economically Disadvantaged	18.83%	10.35%	18.62%	9.47%	21.84%	9.42%	19.13%	9.30%
Other FARMS	12.99%	6.08%	12.60%	6.32%	16.22%	6.19%	13.88%	5.88%
All FARMS	16.30%	8.24%	16.07%	7.95%	19.40%	7.83%	16.85%	7.62%
Chronically Absent (>18 days)	20.52%	13.71%	17.15%	13.31%	23.49%	12.84%	19.80%	12.17%

^aStudent groups of at least 10 or more in grades 6-8, includes Es for 4th MP in required core courses in English Language Arts, Mathematics, Science, and Social Studies

^aStudents completed hybrid or virtual learning during the 4th MP of 2020-2021
Data Source: BOE Accountability Grades Files MP4, SY2020-2021 & SY2021-2022

Additionally, as shared in the Midyear Update Report, AACPS, instituted 4th quarter projection metrics to all Academic Outcomes. Thus, the chart below represents the delta of 4th quarter projections to actuals in the spring of 2022.

Middle Academic Goals: Percentage of Student Failures (% student enrollment)— 2022 Quarter 4 Student Performance Projections with Actuals

School Year/Results	Math			Reading/Writing			Science			Social Studies		
	Proj.	Actuals	Δ	Proj.	Actuals	Δ	Proj.	Actuals	Δ	Proj.	Actuals	Δ
All Students (Grades 3-5)	3.65%	4.43%	+0.78%	3.73%	4.23%	+0.50%	3.42%	4.17%	+0.75%	3.85%	3.97%	+0.12%
Females	3.63%	3.98%	+0.35%	2.98%	3.40%	+0.42%	2.88%	3.38%	+0.50%	3.28%	3.26%	-0.02%
Males	3.65%	4.83%	+1.18%	4.44%	5.02%	+0.58%	3.94%	4.91%	+0.97%	4.39%	4.63%	+0.24%
Gender Neutral	No Data	22.22%	Baseline	No Data	11.11%	Baseline	No Data	11.11%	Baseline	No Data	20.00%	Baseline

School Year/Results	Math			Reading/Writing			Science			Social Studies		
	Proj.	Actuals	Δ	Proj.	Actuals	Δ	Proj.	Actuals	Δ	Proj.	Actuals	Δ
American Indian/ Alaska Native	3.60%	8.51%	+4.91%	5.40%	2.08%	-3.32%	7.34%	2.17%	-5.17%	9.00%	10.42%	+1.42%
Asian	1.22%	1.84%	+0.62%	1.12%	1.74%	+0.62%	0.86%	0.66%	-0.20%	0.98%	1.30%	+0.32%
Black/African American	4.82%	5.52%	+0.70%	5.21%	5.23%	+0.02%	4.74%	5.83%	+1.90%	5.13%	5.38%	+0.25%
Hispanic	5.21%	6.54%	+1.23%	5.36%	5.84%	+0.48%	5.88%	5.90%	+0.02%	5.76%	5.51%	-0.25%
Multi-Racial	3.37%	4.51%	+1.14%	2.57%	4.38%	+1.81%	2.79%	4.54%	+1.75%	3.44%	3.66%	+0.22%
Native Hawaiian/ Pacific Islander	3.00%	6.67%	+3.67%	0.00%	3.23%	+3.23%	0.00%	0.00%	N/A	6.00%	0.00%	-6.00%
White	2.71%	3.25%	+0.54%	2.78%	3.33%	+0.55%	2.10%	2.93%	+0.83%	2.75%	2.91%	+0.16%
Students with Disabilities	5.00%	5.78%	+0.78%	5.34%	6.26%	+0.92%	4.54%	7.45%	+4.54%	6.92%	6.67%	-0.25%
Active ELL Students	6.83%	9.65%	+2.82%	7.50%	6.97%	+0.53%	8.68%	8.77%	+0.09%	9.59%	8.47%	-1.12%
Economically Disadvantaged	8.41%	2.97%	-0.25%	2.86%	3.01%	+0.15%	1.50%	1.50%	N/A	1.88%	2.04%	+0.16
Other FARMS	4.75%	1.52%	-0.15%	1.31%	1.72%	+0.41%	0.64%	0.77%	+0.13%	0.98%	0.74%	-0.24%
All FARMS	6.53%	2.31%	+0.17%	2.12%	2.43%	+0.31%	1.09%	1.17%	+0.08%	1.46%	1.45%	-0.01%
Chronically Absent (>18 days)	22.11%	3.46%	-5.84%	7.79%	3.67%	-4.12%	4.50%	1.93%	-2.57%	6.08%	2.27%	-3.81%

• Significant reductions were seen in Chronic Absences across all content domains
 • Project Targets were additionally seen in a reduction of failures of females in Social Studies, American Indian/Alaska Native in ELA and Science, Asian in Science, Hispanic

in Social Studies, Native Hawaiian/Pacific Islander in Social Studies, Students with Disabilities in Social Studies, and Active ELL students in Social Studies

High

The high school first and fourth marking period failing grades data shows a decrease in the percentage of failures in 2021–2022 in comparison to the first and fourth marking periods of 2020–21. 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 2021–2022)

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%

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
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%

^aStudent 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

^aStudents 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 4 (2020-21 to 2021-2022))

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)	15.18%	10.71%	14.50%	12.18%	15.92%	9.40%	24.59%	9.17%
Females	12.88%	9.75%	12.22%	10.61%	13.48%	8.02%	21.48%	7.83%
Males	17.44%	11.60%	16.72%	13.74%	18.36%	10.73%	27.88%	10.58%
Gender Neutral	N/A	15.38%	N/A	5.88%	N/A	12.50%	N/A	0.00%
American Indian/Alaska Native	28.57%	10.34%	33.33%	11.86%	32.65%	12.73%	30.43%	15.00%
Asian	6.03%	4.33%	5.24%	4.65%	7.00%	4.27%	6.08%	2.66%
Black/African American	17.90%	13.28%	16.84%	15.16%	19.54%	13.08%	23.25%	12.11%
Hispanic	26.40%	15.75%	23.98%	18.80%	28.04%	12.54%	29.15%	13.98%
Multi-Racial	13.75%	12.45%	13.37%	13.97%	14.03%	9.61%	23.54%	10.37%
Native Hawaiian/Pacific Islander	8.22%	5.56%	10.00%	11.76%	13.21%	4.88%	21.05%	10.00%
White	11.27%	8.07%	11.48%	8.94%	11.37%	6.96%	24.30%	6.48%
Students with Disabilities	21.93%	16.38%	20.83%	11.86%	25.05%	8.86%	30.13%	8.58%
Active ELL Students	35.10%	20.20%	31.11%	25.64%	37.15%	13.72%	32.88%	18.60%
Economically Disadvantaged	29.78%	23.12%	28.59%	24.64%	31.32%	21.63%	27.05%	21.06%
Other FARMS	23.94%	14.92%	21.57%	17.59%	25.87%	12.91%	21.77%	12.02%
All FARMS	27.02%	18.80%	25.39%	21.00%	28.73%	17.03%	24.59%	16.36%
Chronically Absent (>18 days)	17.64%	24.50%	19.09%	25.77%	20.59%	23.65%	19.00%	22.81%

^aStudent groups of at least 10 or more in grades 9-12, includes Es for 4th MP in all courses coded in Powerschool under the core subject areas of Mathematics, English, Science, and Social Studies

^aStudents completed hybrid or virtual learning during the 4th MP of 2020-2021
Data Source: BOE Accountability Grades Files MP4, SY2020-2021 & SY2021-2022

Additionally, as shared in the Midyear Update Report, AACPS, instituted 4th quarter projection metrics to all Academic Outcomes. Thus, the chart below represents the delta of 4th quarter projections to actuals in the spring of 2022.

High School Academic Goals: Percentage of Student Failures (% student enrollment)— 2022 Quarter 4 Student Performance Projections with Actuals

School Year/Results	Math			ELA			Science			Social Studies		
	Proj.	Actuals	Δ	Proj.	Actuals	Δ	Proj.	Actuals	Δ	Proj.	Actuals	Δ
All Students (Grades 3–5)	10.19%	10.71%	+0.52%	10.05%	12.18%	+2.13%	9.02%	9.40%	+0.38%	8.39%	9.17%	+0.78%
Females	9.11%	9.75%	+0.64%	8.62%	10.61%	+1.99%	7.48%	8.02%	+0.54%	6.94%	7.83%	+0.89%
Males	11.23%	11.60%	+0.37%	11.45%	13.74%	+2.29%	10.52%	10.73%	+0.21%	9.93%	10.58%	+0.65%
Gender Neutral	0.00%	15.38%	+15.38%	0.00%	5.88%	+5.88%	15.00%	12.50%	-2.50%	6.00%	0.00%	-6.00%
American Indian/Alaska Native	19.73%	10.34%	-9.39%	16.80%	11.86%	-4.94%	12.47%	12.73%	+0.26%	16.67%	15.00%	-1.67%
Asian	3.19%	4.33%	+1.14%	4.44%	4.65%	+0.21%	2.83%	4.27%	+1.44%	2.74%	2.66%	-0.08%
Black/African American	12.74%	13.28%	+0.54%	12.36%	15.16%	+2.80%	11.98%	13.08%	+1.10%	11.33%	12.11%	+0.78%
Hispanic	15.04%	15.75%	+0.71%	13.59%	18.80%	+5.21%	14.54%	12.54%	-2.00%	14.00%	13.98%	-0.02%
Multi-Racial	10.67%	12.45%	+1.78%	10.43%	13.97%	+3.54%	9.55%	9.61%	+0.06%	7.89%	10.37%	+2.48%
Native Hawaiian/Pacific Islander	5.63%	5.56%	-0.07%	5.63%	11.76%	+6.13%	5.30%	4.88%	-0.42%	5.81%	10.00%	+4.19%
White	7.70%	8.07%	+0.37%	8.17%	8.94%	+0.23%	6.12%	6.96%	+0.84%	5.59%	6.48%	+0.89%
Students with Disabilities	15.29%	16.38%	+1.09%	14.23%	11.86%	-2.37%	15.81%	8.86%	-6.95%	15.71%	8.58%	-7.13%
Active ELL Students	18.49%	20.20%	+1.71%	18.49%	25.64%	+7.15%	19.63%	13.72%	-5.91%	19.19%	18.60%	-0.59%
Economically Disadvantaged	20.69%	23.12%	+2.43%	20.30%	24.64%	+4.34%	19.71%	21.63%	+1.92%	19.26%	21.06%	+1.80%
Other FARMS	14.61%	14.92%	+0.31%	13.51%	17.59%	+4.08%	14.38%	12.91%	-1.47%	13.01%	12.02%	-0.99%
All FARMS	17.37%	18.80%	+1.43%	16.69%	21.00%	+4.31%	16.82%	17.03%	+0.21%	15.83%	16.36%	+0.53%
Chronically Absent (>18 days)	39.12%	24.50%	-14.62%	39.49%	25.77%	-13.72%	41.58%	23.65%	-17.93%	39.09%	22.81%	-16.28%

• Significant reductions were seen in Chronic Absences across all content domains

• Project Targets were additionally seen in a reduction of failures of gender neutral in Social Studies, American Indian/Alaska Native in Math, ELA and Social Studies, Asian in Social Studies, Hispanic in Science and Social Studies, Native Hawaiian/Pacific Islander in Math and Science, Students with Disabilities in ELA, Science, and Social Studies, Active ELL students in Science and Social Studies, and Other FARMS in Science and Social Studies.

Academic Goals for the 2022–2023 School Year

We continue to be proud of our students' focused attention and improved performance across many domains. With that said, however, more work is needed to mitigate learning loss and accelerate learning. Thus, we will once again support student success across academic areas with extra in-school and after-school support.

Ultimately, our goal is to close/eliminate 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 2022–2023 student data projected EOY Quarter 4 performance targets for all student groups.

Elementary Academic Goals: Percentage of Student Failures (% student enrollment)— 4th Quarter 2022 to 4th Quarter 2023 (10%)

School Year	Math		Reading/Writing		Science		Social Studies	
	Q4: 2022	Q4: 2023 Projection	Q4: 2022	Q4: 2023 Projection	Q4: 2022	Q4: 2023 Projection	Q4: 2022	Q4: 2023 Projection
All Students (Grades 3–5)	1.18	1.06%	1.21%	1.09%	0.59%	0.53%	0.76%	0.68%
Females	1.00%	0.90%	0.91%	0.82%	0.40%	0.36%	0.62%	0.56%
Males	1.37%	1.23%	1.51%	1.36%	0.78%	0.70%	0.90%	0.81%
American Indian/Alaska Native	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	1.69%	1.52%
Asian	0.27%	0.24%	0.18%	0.16%	0.27%	0.24%	0.00%	0.00%
Black/African American	2.61%	2.35%	2.52%	2.27%	1.23%	1.11%	1.72%	1.55%
Hispanic	1.50%	1.35%	1.91%	1.72%	0.69%	0.62%	0.88%	0.79%
Multi-Racial	0.61%	0.55%	0.81%	0.73%	0.33%	0.30%	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	0.56%	0.50%	0.47%	0.42%	0.32%	0.29%	0.35%	0.32%
Students with Disabilities	2.61%	2.35%	2.49%	2.24%	2.12%	1.91%	2.17%	1.95%
Active ELL Students	1.81%	1.63%	2.20%	1.98%	0.78%	0.70%	0.97%	0.87%
Economically Disadvantaged	2.97%	2.67%	3.01%	2.71%	1.50%	1.35%	2.04%	1.84%
Other FARMS	1.52%	1.37%	1.72%	1.55%	0.77%	0.69%	0.74%	0.67%
All FARMS	2.31%	2.08%	2.43%	2.19%	1.17%	1.05%	1.45%	1.31%
Chronically Absent (>18 days)	3.46%	3.11%	3.67%	3.30%	1.93%	1.73%	2.27%	2.04%

Middle Academic Goals: Percentage of Student Failures (% student enrollment)— 4th Quarter 2022 to 4th Quarter 2023 (10%)

School Year	Math		ELA		Science		Social Studies	
	Q4: 2022	Q4: 2023 Projection	Q4: 2022	Q4: 2023 Projection	Q4: 2022	Q4: 2023 Projection	Q4: 2022	Q4: 2023 Projection
All Students (Grades 6–8)	4.43%	3.99%	4.23%	3.81%	4.17%	3.75%	3.97%	3.57%
Females	3.98%	3.58%	3.40%	3.06%	3.38%	3.04%	3.26%	2.93%
Males	4.83%	4.35%	5.02%	4.52%	4.91%	4.42%	4.63%	4.17%
Gender Neutral	22.22%	20.00%	11.11%	10.00%	11.11%	10.00%	20.00%	18.00%
American Indian/Alaska Native	8.51%	7.66%	2.08%	1.87%	2.17%	1.95%	10.42%	9.38%
Asian	1.84%	1.66%	1.74%	1.57%	0.66%	0.59%	1.30%	1.17%
Black/African American	5.52%	4.97%	5.23%	4.71%	5.83%	5.25%	5.38%	4.84%
Hispanic	6.54%	5.89%	5.84%	5.26%	5.90%	5.31%	5.51%	4.96%
Multi-Racial	4.51%	4.06%	4.38%	3.94%	4.54%	4.09%	3.66%	3.29%
Native Hawaiian/Pacific Islander	6.67%	6.00%	3.23%	2.91%	0.00%	0.00%	0.00%	0.00%
White	3.25%	2.93%	3.33%	3.00%	2.93%	2.64%	2.91%	2.62%

School Year	Math		ELA		Science		Social Studies	
	Q4: 2022	Q4: 2023 Projection	Q4: 2022	Q4: 2023 Projection	Q4: 2022	Q4: 2023 Projection	Q4: 2022	Q4: 2023 Projection
Students with Disabilities	5.78%	5.20%	6.26%	5.63%	7.45%	6.71%	6.67%	6.00%
Active ELL Students	9.65%	8.69%	6.97%	6.27%	8.77%	7.89%	8.47%	7.62%
Economically Disadvantaged	10.35%	9.32%	9.47%	8.52%	9.42%	8.48%	9.30%	8.37%
Other FARMS	6.08%	5.47%	6.32%	5.69%	6.19%	5.57%	5.88%	5.29%
All FARMS	8.24%	7.42%	7.95%	7.16%	7.83%	7.05%	7.62%	6.86%
Chronically Absent (>18 days)	13.71%	12.34%	13.31%	11.98%	12.84%	11.56%	12.17%	10.95%

**High Academic Goals: Percentage of Student Failures (% student enrollment)—
4th Quarter 2022 to 4th Quarter 2023 (10%)**

School Year	Math		ELA		Science		Social Studies	
	Q4: 2022	Q4: 2023 Projection	Q4: 2022	Q4: 2023 Projection	Q4: 2022	Q4: 2023 Projection	Q4: 2022	Q4: 2023 Projection
All Students (Grades 6–8)	10.71%	9.64%	12.18%	10.96%	9.40%	8.46%	9.17%	8.25%
Females	9.75%	8.78%	10.61%	9.55%	8.02%	7.22%	7.83%	7.05%
Males	11.60%	10.44%	13.74%	12.37%	10.73%	9.66%	10.58%	9.52%
Gender Neutral	15.38%	13.84%	5.88%	5.29%	12.50%	11.25%	0.00%	0.00%
American Indian/Alaska Native	10.34%	9.31%	11.86%	10.67%	12.73%	11.46%	15.00%	13.50%
Asian	4.33%	3.90%	4.65%	4.19%	4.27%	3.84%	2.66%	2.39%
Black/African American	13.28%	11.95%	15.16%	13.64%	13.08%	11.77%	12.11%	10.90%
Hispanic	15.75%	14.18%	18.80%	16.92%	12.54%	11.29%	13.98%	12.58%
Multi-Racial	12.45%	11.21%	13.97%	12.57%	9.61%	8.65%	10.37%	9.33%
Native Hawaiian/Pacific Islander	5.56%	5.00%	11.76%	10.58%	4.88%	4.39%	10.00%	9.00%
White	8.07%	7.26%	8.94%	8.05%	6.96%	6.26%	6.48%	5.83%
Students with Disabilities	16.38%	14.74%	11.86%	10.67%	8.86%	7.97%	8.58%	7.72%
Active ELL Students	20.20%	18.18%	25.64%	23.08%	13.72%	12.35%	18.60%	16.74%
Economically Disadvantaged	23.12%	29.81%	24.64%	22.18%	21.63%	19.47%	21.06%	18.95%
Other FARMS	14.92%	13.43%	17.59%	15.83%	12.91%	11.62%	12.02%	10.82%
All FARMS	18.80%	16.92%	21.00%	18.90%	17.03%	15.33%	16.36%	14.72%
Chronically Absent (>18 days)	24.50%	22.05%	25.77%	23.19%	23.65%	21.29%	22.81%	20.53%

Chronic Absenteeism

Also of particular note, although an increase in chronic absenteeism over the years, promising results occurred between the 4th Quarter projections to the Actual results in Quarter 4 of 2022. Absenteeism continues to be monitored and supported with interventions where and when appropriate as AACPS recognizes there is a direct correlation in engagement with the ability to thrive educationally.

AACPS Quarter 1 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%

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

AACPS Quarter 4 Attendance Data 2020–2021 to 2021–2022
chronically absent = missing 10% or more of days enrolled; Student groups with percentages less than 5% are not included in this data.

Overall			
	2020-21	2021-22	Δ
K-12	19.44%	25.13%	5.69%
ES	12.97%	22.95%	9.98%
MS	18.47%	20.67%	2.20%
HS	30.28%	32.46%	2.18%

By Grade Level			
	2020-21	2021-22	Δ
K	15.10%	26.76%	11.66%
1	13.68%	24.11%	10.43%
2	13.22%	23.16%	9.94%
3	12.28%	22.02%	9.74%
4	12.18%	20.13%	7.95%
5	11.52%	21.64%	10.12%
6	16.06%	19.33%	3.27%
7	18.53%	20.52%	1.99%
8	20.83%	22.13%	1.30%
9	25.53%	31.06%	5.53%
10	29.95%	30.28%	0.33%
11	30.08%	32.07%	1.99%
12	36.33%	37.11%	0.78%

By Student Group			
	2020-21	2021-22	Δ
Black/African-American	26.33%	30.78%	4.45%
Hispanic	25.79%	30.68%	4.89%
White	14.81%	21.30%	6.49%
Special Education	30.84%	37.32%	6.48%
ELL	28.82%	31.14%	2.32%
FARMS	33.18%	38.47%	5.29%

Student Group—Middle			
	2020-21	2021-22	Δ
Black/African-American	24.94%	28.16%	3.22%
Hispanic	25.48%	29.43%	3.95%
White	13.42%	18.05%	4.63%
Special Education	32.26%	33.93%	1.67%
ELL	36.34%	23.98%	-12.36%
FARMS	33.34%	32.19%	-1.15%

Student Group—Elementary			
	2020-21	2021-22	Δ
Black/African-American	20.41%	28.16%	7.75%
Hispanic	16.16%	29.43%	13.27%
White	8.82%	18.05%	9.23%
Special Education	22.86%	22.95%	0.09%
ELL	18.81%	29.24%	10.43%
FARMS	25.10%	22.95%	-2.15%

Student Group—High			
	2020-21	2021-22	Δ
Black/African-American	36.45%	36.65%	0.20%
Hispanic	43.00%	39.32%	-3.68%
White	24.71%	28.93%	4.22%
Special Education	42.72%	43.92%	1.20%
ELL	57.27%	42.27%	-15.00%
FARMS	47.49%	47.54%	0.05%

** 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 for acceleration, academic support, clubs, and activities. Additional co-curricular activities are offered after school and or before school (at the middle school level) in either in-person or virtual environments to allow for more access. All student groups (as defined by COMAR). The result is a continuation of strategic interventions/actions to address issues/concerns.

Readying Our Learners

Learning loss and targeted gap activities continued over the summer 2022–2023. Elementary and middle school programs offered mathematics, literacy, cultural arts, movement, mindfulness, and co-curricular experiences. At the high school level, there was a wide range of opportunities to earn high school credits in all subject areas required for graduation—credit recovery and original credit opportunities. Traditional summer offerings, also included Extended School Year (ESY), Summer Camp Engage, SOAR, Summer Bridges, Arlington Echo experiences, and other academic and co-curricular enrichment opportunities and camps were also offered. Importantly, our community-based partners joined us to design and offer this robust summer suite of programs for our students across the county. This summer further offered an open ten-week Virtual Learning Buffet of exciting and engaging K-8 core and encore learning challenges, virtual field trips, games, creative writing opportunities, art experiences, and more for all interested students and families.

Additionally, in the summer of 2022 AACPS DoDEA Grant launched with Meade Virtual Connect (MVC), a vibrant network of virtual opportunities for students and adults living and working in the Meade Cluster communities. The MVC will allow us to increase the engagement of Meade Cluster students in the full life of their school and community, including academic courses and tutoring, social-emotional supports, clubs & workshops, career/workforce awareness opportunities, internships, and service-learning events and activities. The MVC network further supports educators and parents/guardians with timely professional development and parenting workshops, respectively.

The School Day

Relationships

The 2021–2022 school year ended with an overall positive outcome for our return to in-person learning for students and staff. Our focus on relationship building and relationship renewal was appreciated by students, staff, and families. Stakeholders—students, staff, and community members—noted that the dedicated time to reconnect and begin school anew during the year was needed and justified.

AACPS remains steadfast in its support for students and teachers to have a healthy return to in-person learning with the onset of 2022–2023. Thus, daily learning schedules will once again include time for social/emotional expression through community circle, Advisory, wellness, and flex times. AACPS recognizes a whole child approach is essential to cultivating a student who is ready to engage and learn as a scholar. Academic support, time for clubs, and allocated social emotional support sessions will all be available to students during the school day.

Course Expectations

High expectations with rigor and CCR preparedness guided our instructional program during the 2021-2022 school year. All grade-level curricula were developed using the Pre-K-12 Maryland College and Career Ready Standards (MCCRS) Frameworks. The standards include requirements for environmental literacy and financial literacy. Curricula were implemented with fidelity according to Content and Program Coordinators. Our challenges with full curricular implementation occurred on some occasions where substitute teachers were placed in classrooms when we lost a full-time teacher during the school year.

Additionally, the work initiated in 2021-2022 around culturally responsive teaching practices will continue into the new school year as we are committed to appropriately reach, engage, and accelerate all learners. Curricular and program writing occurred during the Summer of 2022 and all curricular and Brightspace (learning management system) supports are in place to support teachers fully launching instruction for student learning in the new school year.

Schedules

For the 2021-2022 school year, with fluctuating and sometimes debilitating attendance and COVID infection rates, some classes, grade cohorts, or whole schools experienced periodic conversions to virtual learning environments. In these cases, schedules that closely mimicked the in-person school day were established to ensure that all expectations for PreK-12 MCCRS and State Standards were met. At all times, efforts were made in collaboration with the Anne Arundel County Department of Health to keep as many students and staff safely in schools.

AACPS 2022–2023 schedules are designed to ensure all expectations for Pre-K–12 MCCRS and Standards are met. Additionally, the schedules were developed in consideration of the social-emotional learning needs of our students as they engage as scholars with agency and accountability. This includes integrated wellness, flex blocks for academic coaching and clubs, and advisories.

Additionally, with COVID-19 variant mutations possible, AACPS is prepared to support on-going learning using our Brightspace courses and Google Meet software, if infection rates impact and/or the local Health Department deems it prudent to move to a virtual learning environment. As has been the case over the past several years, the goal is to maintain in-person learning. We will only move to virtual learning should the Health Department mandate us to do so due to community health situations.

Elementary Student Schedule: Pre-Kindergarten

In addition to the regular Academic and Cultural Arts classes, the school day for Full-Day Pre-K students includes a 25-minute morning Wellness block, a 25-minute lunch, and a 30-minute recess. Actual class start and end times are determined by the start time of individual schools.

The Wellness block will serve multiple purposes. This is a student-centered time to engage students in listening, sharing and building healthy relationships. This time will ground students in productive social experiences allowing them to share and grow as a community.

Academic Flex will be incorporated in the mathematics and literacy blocks. Academic Flex is time for students to receive support or extension individually or in small groups with a teacher, resource teacher and/or teaching assistant. This is time for targeted practice on skills previously taught and without new instruction taking place. This should occur twice a week for 15–20 minutes.

Actual class times are determined by the start time of each elementary school.

Full Day 3-Year Old Pre-K	Full Day 4-Year Old Pre-K
Wellness (15 minutes)	Wellness (15 minutes)
Mission Launch (5 minutes) Literacy (40 minutes)	Mission Launch (5 minutes) Literacy (70 minutes)
Math (45 minutes)	Math (55 minutes)
Science/Social Studies (25 minutes)	
Lunch (25 minutes)	Lunch (25 minutes)
Recess (30 minutes)	Recess (30 minutes)
Cultural Arts A (30 minutes)	Science/Social Studies (25 minutes)
Cultural Arts B (30 minutes)	Cultural Arts A (30 minutes)
Literacy (40 minutes)	Cultural Arts B (30 minutes)
Developmental Centers (40 minutes)	Literacy (40 minutes)
Rest Time (35 minutes)	Developmental Centers (30 minutes)
Mission Debrief (5 minutes)	Mission Debrief (5 minutes)

Weekly Scheduling of Wellness Period

Monday	Tuesday	Wednesday	Thursday	Friday
Community Circles	Second Step	Community Circles	Second Step	Community Circles

Elementary Student Schedule: Grades K–5

In addition to the regular Academic and Cultural Arts classes, the school day for students in grades 1–5 includes a 20-minute morning Wellness block, a 25 minute lunch and a 30-minute recess. Actual class start and end times are determined by the start time of individual schools.

The morning Wellness block will serve multiple purposes. This is a student-centered time to engage students in listening, sharing, and building healthy relationships. This time will ground students in productive social experiences allowing them to share and grow as a community.

Academic Flex will be incorporated in the mathematics and literacy blocks. Academic Flex is time for students to receive support or extension individually or in small groups with a teacher, resource teacher, and/or teaching assistant. This is time for targeted practice on skills previously taught and without new instruction taking place. This should occur twice a week for 15–20 minutes within the literacy and math blocks.

Actual class times are determined by the start time of each elementary school.

Kindergarten	Grade 1–2	Grade 3–5
Wellness (20 minutes)	Wellness (20 minutes)	Wellness (20 minutes)
Mission Launch (5 minutes)	Mission Launch (5 minutes)	Social Studies (25 minutes)
Literacy (75 minutes)	Literacy (70 minutes)	Cultural Arts (60 minutes)
Math (55 minutes)	Math (60 minutes)	Math (65 minutes)
Lunch (25 minutes)	Recess (30 minutes)	Recess (30 minutes)
Recess (30 minutes)	Lunch (25 minutes)	Lunch (25 minutes)
Science/Social Studies (25 minutes)	Science/Social Studies (30 minutes)	Science (25 minutes)
Cultural Arts (60 minutes)	Cultural Arts (60 minutes)	Literacy (105 minutes)
Literacy (40 minutes)	Literacy (60 minutes)	
Developmental Centers (25 minutes)		
Mission Debrief (5 minutes)	Mission Debrief (5 minutes)	Mission Debrief (5 minutes)

Weekly Scheduling of Wellness Period

Monday	Tuesday	Wednesday	Thursday	Friday
Community Circles	Second Step	Community Circles	Second Step	Community Circles

Morning Mission
(5 minutes)

Middle School Student Schedule

The Middle School schedule seeks to create accessibility during the school day for academics, academic support, social emotional wellness, and socialization. This schedule allows students to connect and build community within their school above and beyond their academic learning experience.

The schedule is aligned to the county’s middle school schedule—9:15AM–3:55PM. Periods 1–6 run for 47 minutes each. Two 30-minute Flex periods serve multiple purposes for students.

During AM Flex on Monday and Friday, schools will engage students in productive social experiences allowing them to share and grow as a community. The Tuesday and Thursday AM Flex blocks will be opportunities for Second Step, Advisory, and academic support.

During Midday Flex, students will be engaged in a mix of academic support and clubs. Clubs will run at all middle schools during the school day. Individual schools will schedule the content of the Midday Flex based on the interests and needs of the student body.

A-Day/B-Day Schedule		
9:15–9:40AM	Advisory–AM Flex (25 minutes)	Consistent period start and end times across all middle schools
9:44–10:31AM	Period 1 (47 minutes)	
Class times are determined by each middle school.	Period 2 (47 minutes)	Schools have the option to arrange these blocks to meet their needs
	Period 3 (47 minutes)	
	Lunch (30 minutes)	
	Period 4 (47 minutes)	
	Midday Flex (30 minutes)	
2:17–3:04PM	Period 5 (47 minutes)	Consistent period start and end times across all middle schools
3:08–3:55PM	Period 6 (47 minutes)	

Weekly Scheduling of AM Flex Periods

Monday	Tuesday	Wednesday	Thursday	Friday
Community Circles	Second Step or Advisory or Academic Support	Community Circles	Second Step or Advisory or Academic Support	Community Circles

Alternate scheduling for Periods 2–4	
Period 2 (47 minutes)	Flex and Lunch can be paired, creating a block that be scheduled between periods 2 and 3 or periods 3 and 4.
Midday Flex–Lunch (30 minutes)	
Midday Flex–Lunch (30 minutes)	
Period 3 (47 minutes)	
Period 4 (47 minutes)	

High School Student Schedule

The High School schedule seeks to create accessibility during the school day for academics, academic support, social emotional wellness, and socialization. The This schedule allows students to connect and build community within their school above and beyond their academic learning experience.

The schedule is aligned to the county’s high school schedule—8:30AM–3:18PM. Periods 1, 2, and 4 are 71 minutes and Period 3 runs 76 minutes. Two 30-minute Flex periods serve multiple purposes for students.

During AM Flex on Monday and Friday, schools will engage students in productive social experiences allowing them to share and grow as a community. On Tuesday, Wednesday, and Thursday, schools will offer academic support, clubs, and some additional Social/Emotional Learning experiences for students. Academic, club, and social/emotional wellness offerings will occur at least twice weekly during this block. Clubs will run at all high schools during the school day.

During Midday Flex, students will be engaged in a mix of academic support, clubs, and Social/Emotional Wellness time. Individual schools will schedule the variety of content of the Midday Flex based on the interests and needs of the student body.

A-Day/B-Day Schedule		
8:30– 9:41AM	Period 1 (71 minutes)	Consistent period start and end times across all high schools.
9:46– 10:16AM	AM Flex (30 minutes)	
10:21– 11:32AM	Period 2 (71 minutes)	
Schools have the option to arrange these blocks to meet their needs	Period 3 (with lunch break)	A Lunch: 11:37AM–12:02PM B Lunch: 12:06–12:31PM C Lunch: 12:35–1:00PM D Lunch: 1:04–1:29PM
	1:33 2:03PM	Midday Flex (30 minutes)
2:07– 3:18PM	Period 4 (71 minutes)	Consistent period start and end times across all high schools.

Weekly Scheduling of AM Flex Periods

Monday	Tuesday, Wednesday, and Thursday	Friday
Community Circles Social/Emotional Learning Wellness	Academic Support Clubs Social/Emotional Learning	Community Circles Social/Emotional Learning Wellness

Alternate scheduling for Period 3

11:37AM– 12:07PM	Lunch (30 minutes)
12:12– 12:42PM	Midday Flex (30 minutes)
12:46– 2:03PM	Period 3 (77 minutes)

CAT Centers Student Schedules

In addition to the regular Academic classes, Center of Applied Technology students will engage in the appropriate level courses for their program. The schedule is aligned to the county's high school schedule—8:30AM–3:18PM. Actual

class start and end times are determined by the start time of individual schools. Extended day requirements will vary based on program requirements. Specific information about each program will be shared with students and families.

A-Day Schedule

8:45–11:20 AM
A.M. Block
(155 minutes)

B-Day Schedule

8:45–9:50 AM
Career Explorations Block
(65 minutes)

12:35–2:45 PM
P.M. Block
(130 minutes)

12:35–2:45 PM
P.M. Block
(130 minutes)

Extended day and virtual opportunities for Career Explorations are to be determined.

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 **kept students home** out of concern or precaution (unexcused), a new code (A20C or A21C) was created for schools to use in order to keep track of this issue. This code will continue in the 2022–2023 school year.
- It must be noted that AACPS recognizes that continued grace and patience with flexibility may be required in 2022–2023 to continue evaluating student hardship and circumstances as they manage rigor and curricular engagement. This ongoing assessment will be conducted while adhering to the pre-pandemic grading policy and regulation that was fully re-instituted in 2021–2022.

Brightspace and Parent Portal

The Brightspace for Parents and Guardians online portal was launched, fully engaging families and strengthening the home-school connection during the winter of 2021–2022 school year. This resource allowed for streamlined communication from schools to the community.

For the 2022–2023 school year, Brightspace for Families is fully operational with incredible resources for the school community. Families should consider regularly using this feature to better support their student’s ability to thrive in their education/school work

Social-Emotional Learning and Support

As stated in the 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 enhance impact (building trust, managing stress, equity, and belonging).
 - For the 2022–2023 school year, AACPS will continue to build their skill set in Second Step to enhance impact.
- AACPS is further committed to the utilization of student voice in educational excellence. This includes the annual administration and result analysis of Self-Assessments and MSDE’s Climate survey.
- **Documentary screenings** about important social-emotional issues enable rich dialogue with greater awareness by students and families.
 - These screenings, as established in 2021–2022 will continue and, as appropriate, include virtual panels.
- Five high schools established **Student Alliance for the Flourishing**, a club dedicated to helping students cope with pre-and post-assessment stress.
 - An expansion is planned at the middle school level.

- The **behavior threat assessment** system was developed/piloted during the 2021–2022 school year.

This will move to an expectation for all schools in 2022–2023.

- The **Attendance Works initiative**, developed strategies that encourage chronically absent students to come to school was started at few schools in 2021–2022.

This will be expanded to support school identification and implementation of strategies that encourage chronically absent students to come to school. In tandem, AACPS has and will continue to partner with Concentric to assist in home visit interventions.

- **Youth Mental Health First aid** trainings will continue in 2022–2023, continuing the momentum established by dozens of staff in 2021–2022. This training 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.

- AACPS referral system with the **Substance Use Prevention and Intervention Team** continued through the end of the school year. As a value-added opportunity to our community, this coordination effort with referral process, treatment protocols and access will again be available to our stakeholders in 2022–2023.

- Recognizing the success of the **Mindfulness 101** course (over 100 teachers engaged), an online mindfulness course for educators that promotes mindfulness practice strategies for teachers and their students, Mindfulness 201 has been further developed for 2022–2023 to build on these strategies in support of furthering the staff and student wellness journey.

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 for both students with IEPs and in ITP.
- AACPS students are engaged via **in-person learning** with one exception, the AACPS Virtual Academy (a 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

AACPS students are engaged via in-person learning with one exception, the AACPS Virtual Academy (a MSDE-approved school). The Academy supports all students, including some with disabilities requiring either services as outline in an IEP or accommodations as documented in a 504 Plan. The provision of seven resource facilitators continue to proactively address Section 504 compliance, training, and educational recovery efforts.

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.

Summer, Evening, and Twilight

Evening and Twilight School programs flourished in the spring of 2022. AACPS graduated 103 students from Evening High School for the 2021–2022 school year. Similar to work in the 2021–2022 school year, summer programs were offered to remediate and accelerate learning; they were offered at no charge to students. Over 11,000 students participated in AACPS summer programming during the Summer of 2022. AACPS graduated 45 students from Summer High School for the 2021–2022 school year.

With the return to school for the Fall of 2022, an increased array of offerings in Twilight and Evening High School will be available for a tuition cost to support individual acceleration and high school progression leading to successful graduations.

Home/Hospital

AACPS offered students on Home and Hospital Teaching (HHT) both online and in-person options. Specifically, the AACPS HHT Office provided and will continue to provide a wide range of online learning courses to accommodate students with medical conditions that inhibit or prevent in-person learning.

Homelessness or Displaced Youth

Pupil personnel workers and social workers remained in close contact with families to provide access to materials and equipment, transportation, and student services support last year. Staff worked hard to make sure that all students who were homeless received Chromebooks and all materials and equipment were given out to students for both virtual and hybrid learning. Attention was focused on locating and engaging all our youth who were displaced or homeless, especially those marginalized by the COVID virus. These practices will continue into the next school year.

English Learners

In the 2021–2022 school year, English learners (ELs) in AACPS received explicit English language development support through dedicated ESOL classes and small group instruction facilitated by ESOL teachers. Focus areas continued to include developing and leveraging oral language skills in English as well as ensuring accessing to rigorous grade-level content through appropriate scaffolds and teacher collaboration. The English Development (ELD) curriculum is designed to empower students to both interpret and express ideas with greater flexibility when using multimodal resources, including technology and multiple languages. Aligned to grade-level content standards, the ELD curriculum addresses the five WIDA ELD Standards:

Language for Social and
Instructional Purposes

Language for Language Arts
Language for Mathematics

Language for Science
Language for Social Studies

In addition to supporting English learners, multilingual families are supported by bilingual facilitators and the International Welcome Center. Ongoing workshops engaged families with training on accessing AACPS instructional technology and communication systems, as well as providing information about community resources that support multilingual families, including Internet access. All of the work associated with English Learners and their families will continue into the 2022–2023 school year.

Gifted & Talented Students

Students identified as Gifted and Talented received specialized curriculum and differentiated instruction in the 2021–2022 school year in both virtual and hybrid learning formats. The Advanced Studies and Programs team worked hard to support teachers to learn more about giftedness so they are able to recognize students with high potential who may not show their giftedness on traditional assessments. Through Advanced Learner Programs (ALPs), AACPS is attempting to create more opportunities for all students to receive and practice advanced learning strategies in their classrooms, after school, and at home.

This year, AACPS' Advanced Learner Programs (ALPs) for grades 3–5 elementary students and Differentiated Advanced Learning Initiative (DALI) for middle schoolers will revert to employing materials, resources, and lessons in the in-person learning environment to engage gifted students.

The materials and instruction are designed to support students to think more deeply, synthesize, and create connections within their learning to support their academic growth needs. In compliance with COMAR, advanced curricular materials, resources, and lessons will be available and implemented in our schools. Learning Expeditions, Explorations, Virtual Field Trips, and Maker Space Ideas, are also designed to support teachers and parents to engage gifted students to think more deeply, synthesize, and create connections within their learning to foster personal growth.

Internships

A full complement of in-person and where appropriate virtual internships with a large host of business partners who provide safe, relevant, and meaningful experiences for students were offered during the 2022–2023 school year. Approximately 1,200 students took advantage of these internship opportunities.

As stated previously, our goal is for all students in AACPS schools to enroll and earn credit for an internship or apprenticeship before graduating from any one of our high schools in the next few years. We plan to increase our internship and apprenticeship opportunities and increase the number of students who elect to participate in one of these opportunities by at least 7% during the 2022–2023 school year.

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.

Additionally, small group in-person tutoring will continue through after-school offerings in grades 4–8 in 2022–2023. Here, intermediate and middle school students are selected and invited to attend small group in-person tutoring based on academic need.

As evidenced the last few years, AACPS values the role of tutoring in the building of engagement, curricular experiences. As such, we are committed to enhancing a culture of tutoring potential and purpose through which the opportunity accelerates the learning process.

Drop-In Tutoring

Subject	Count
Algebra 1 (HS)	240
Algebra 1 (MS)	308
Algebra 2	341
AP Statistics	71
Biology & Envir Sci	67
Chemistry	95
Chinese	28
Comp Sci	25
English 10	76
English 11/12/AP	19
English 6	89

Subject	Count
English 7/8	52
English 9	16
ESOL	13
French	94
Geometry	145
Math 6	281
Math 6/7 & Math 7	188
Math 7/8 & Math 8	126
Other	4
Physics	95
Pre-Calc/Calculus	220
Reading	71

Subject	Count
Science 6	64
Science 7	19
Science 8	13
Social Studies 6	32
Social Studies 7	17
Social Studies 8	15
Spanish	102
US Government	24
US History	12
World History	9
Total	2971

Appointment Tutoring

Subject	Count
Algebra 1 (HS)	190
Algebra 1 (MS)	112
Algebra 2	32
English 10	36

Subject	Count
English 11/12/AP	3
English 6	84
English 7/8	16
English 9	13
Geometry	53

Subject	Count
Math 6	237
Math 6/7 & Math 7	146
Math 7/8 & Math 8	179
Spanish	81
Total	1182

Athletics

The goal for athletics remains to provide a framework for all sports seasons with guidance from the Maryland Public Secondary Schools Athletic Association (MPSSAA).

AACPS continues to focus on sportsmanship and building inclusive team cultures.

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.

Although the provision of free meals officially ended with the USDA waiver expiration, creative planning enabled free summer meals.

At this time, the System is looking at budget flexibility to assess solutions to those families that do not meet the 50% and/or Free and Reduced eligibility with the return to meal purchasing in 2022–2023.

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 school year, FPCs meet to discuss progress on plans, necessary adjustments, and recommendations for moving forward. These committees conducted business in several ways: email, virtual meetings, physical meetings, leadership meetings, and surveys. During the 22-23 year, FPCs will additionally align their work to support Maryland's Blueprint.

FPC Committee	2021–2022 Meeting Dates
FPC Steering & Oversight	8/31/21, 10/4/21, 10/13/21, 1/18/22, 4/4/22, 5/13/22, 6/13/22, 6/21/22
FPC Committee Chair	10/4/21, 1/10/22, 4/4/22, 6/13/22
FPC Project Management Decisions	10/13/21, 10/19/21, 10/21/21, 10/22/21, 11/2/21
Equity	Corresponded and met throughout the year (overarching Committee support)
Community Partnerships	10/28/21, 12/1/21, 1/11/22, 4/6/22, 6/1/22
Instructional Data and Technology	9/30/21, 10/6/21, 10/11/21, 11/10/21, 11/16/21, 11/17/21, 11/23/21, 11/30/21, 1/12/22 • After January, this committee produced and shared files & analyses with the other FPC committees to support their work
Athletics, Performing Arts, Co-Curricular	9/8/21, 10/8/21, 11/18/21, 12/8/21, 1/7/22, 2/8/22, 3/8/22, 5/9/22
Safety and Security	10/18/21, 12/13/21, 2/14/22, 4/11/22, 6/13/22
Technology	8/18/21, 9/1/21, 10/14/21, 11/11/21, 12/9/21, 2/17/22, 3/16/22, 4/20/22, 6/8/22
Student Support Services	9/4/21, 11/5/21, 12/17/21, 3/11/22, 5/6/22, 6/17/22
Special Education	9/14/21, 10/21/21, 11/11/21, 12/9/21, 1/13/22, 2/10/22, 3/10/22, 4/14/22, 5/12/22, 6/9/22
Facilities	9/22/21, 10/21/21, 11/18/21
Academics & Academics with Leadership	9/7/21, 10/5/21, 11/2/21, 12/7/21, 1/4/22, 2/1/22, 3/1/22, 4/5/22, 5/3/22, 6/7/22 10/4/21, 10/27/21, 11/19/21, 12/20/21, 1/26/22, 2/23/22, 3/30/22, 4/27/22, 5/25/22
Food & Nutrition and Transportation Services	9/30/21, 11/18/21, 1/6/22, 2/17/22, 3/31/22, 5/12/22, 6/23/22
Human Resources/Employee Relations	9/28/21, 10/26/21, 11/25/21, 2/22/22, 3/29/22, 4/26/22, 6/29/22
Communications	10/26/21, 11/16/21, 12/21/21, 1/18/22, 2/22/22, 3/22/22, 4/19/22, 5/24/22, 6/7/22
Childcare & Childcare with Leadership	10/8/21, 12/23/21 1/19/22, 3/2/22, 6/21/22



Health and Safety

AACPS and the Anne Arundel County Department of Health (AADOH) regularly communicate regarding 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 continue to battle COVID-19 and its effect on schools. This includes outbreak circumstances.

As with the spring of 2022, in continued partnership with the Local Department of Health, guidance will continue in the event of a schoolwide outbreak in 2022–2023. Specifically, for schools that reach a positivity rate (including students and staff) of 5 percent or higher over a 14-day period, the threshold to declare a schoolwide outbreak:

Students and staff at such schools will be asked – not mandated – to wear masks in indoor school settings for 10 calendar days, with Day 1 being the day after the 5 percent mark is reached. Exceptions to masking can be made for meals, physical education and dance classes, and outdoor activities such as athletics. Exceptions also can be made for students and staff who have a documented inability, such as an Individualized Education Plan, to mask.

Students and staff at such schools will be given two COVID-19 at-home tests provided through the Department of Health and asked – not mandated – to test on Day 1 and Day 3, with Day 1 being the day after the 5 percent mark is reached. Those who test positive for COVID-19 must isolate for five days and can return if they mask for five more days in all indoor settings. Those who test positive for COVID-19 who cannot or choose not to mask must remain home for 10 days. Those who are otherwise symptomatic must remain home from school or work.

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

For the 2022–2023 school year, ALL students isolated and quarantined will have access to virtual learning activities. Here, teachers will regularly update materials in their Brightspace courses for students; providing key learning task, assignments, and resources. All students should navigate Brightspace to access their classwork. Additionally, secondary students are encouraged to access evening virtual help or small group tutoring which is provided at no cost.

Total Student Count Assigned to Quarantine Support—School Year 2021–2022

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
January	14	469	435	512	495	507	434	371	362	339	290	232	187	175	4822
February	2	134	128	117	100	93	119	90	64	66	29	23	26	16	1007
March	6	57	46	59	41	69	56	43	27	23	13	14	15	15	484
April	0	7	10	7	10	7	27	17	7	4	2	3	2	1	104
Total	448	2056	1985	2040	2308	2641	2592	3907	1591	1738	971	913	784	623	24597

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 (*Schoolwide Outbreak).

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. COVID-19 vaccinations are not required for students to attend school, although highly encouraged where available.

All vaccinations have been and will continue to 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.



Infrastructure

COVID & Post-COVID Funding Support

ESSER III Update

AACPS 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 mitigate the impacts of COVID-19, invest in our infrastructure as well as provide additional services to students. These funds were then braided with other funding opportunities (i.e., ESSER II/ARP Tutoring) to enhance the student experience. Below is a list of programs that were 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
- **Retention bonuses and payments** to teachers
- **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
- 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.

For the 2022–2023 school year, ESSER funds will continue to prioritize the program above while continuing to address the critical need to retain a talented workforce. In addition to pursuing the Payment to teachers again this year, efforts within the Maryland Leads grant will further support teaching and learning in Anne Arundel County Public Schools. Specifically, creative outlets/outreach to public sectors has been enabled with these monies to ensure a qualified staffing corp is available to engage our students in highly effective instruction.

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 were 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

With a successful launch, Brightspace for Parents and Guardians has enhanced the home-school connection. This communication avenue will continue to support the home/school connection with our community.

Facilities

Ventilation

ESSER funding has been and will continue to be 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.

Cleaning and Disinfection

AACPS operations staff continue to implement cleaning protocols. Specifically, the summer cleaning occurred and the school year will continue the application of routine and specialized cleaning and disinfecting methods to maintain sanitary facilities.

Water Systems

To minimize the risk of Legionnaires disease and other diseases associated with water, maintenance staff will take steps to ensure that all water systems are available for use, especially after a prolonged facility shutdown. Water fountains should only be used to refill water bottles. Students are encouraged to bring a water bottle from home daily; they will be able to refill it as needed throughout the school day.

Transportation

AACPS continues to address the national shortage of bus drivers with strategic actions in partnership with County Government and Anne Arundel Community College. As such, in addition to wage increases, signing bonuses, and Bus Driver Training Programs, AACPS has been established as a self-testing county to certify drivers. Larger bus contractors are also offering the federal class requirements to expedite the certification process. More drivers are becoming MSDE Certified “Behind-the-Wheel” instructors.

In preparation for efficient route planning to complement new school hours for the 2022-2023 school year, families are required to register students for bus service. A seamless, convenient registration process is in place for bus registrations and multiple communications are sent to families of all eligible bus riders.

Steering & Oversight Committee

The Steering and Oversight Committee continued their work guiding, managing, and monitoring the work of the individual Future Planning Committees (FPCs). In addition to the Steering & Oversight Committee, the FPC committee chair workgroup further ensured that the work of each FPC was aligned to the Reopening Plan and the Blueprint for Maryland’s Future (state law), as appropriate. The Steering

& Oversight Committee will continue their work in the 2022–2023 school year.



Staying Informed – Communication

Resources at your fingertips

The AACPS 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 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, centralized web resources are available, 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

2022–2023 Schedules

Healthy Safety Guidelines

Social/Emotional Resources

Contacts

Latest Announcements

FAQs

Quick Links:

Bus schedules: www.aacps.org/buses

Student schedules: www.aacps.org/studentschedules

School hours: www.aacps.org/schoolhours

Meal Benefit Application: www.aacps.org/mealapplication

Student/Parent Portal (report cards, schedules, attendance, access to forms, etc.). www.aacps.org/parentportal

High School and Middle School A/B Day schedules: www.aacps.org/abschedules

2022–2023 School Year calendar: www.aacps.org/calendar