

**2021-2022**

**Reopening Plan**



## Message From the Superintendent

Planning for the reopening of Allegany County Public Schools requires collaboration with many stakeholders. Throughout the planning process and during the upcoming months, we will continue to follow guidance from Governor Larry Hogan and State Superintendent of Schools, as well as from the Maryland Department of Health, Center for Disease Control, and the Allegany County Health Department. Adjustments to the Reopening Plan will be made as needed based on their guidance and recommendations.

Mr. Jeffrey S. Blank, Superintendent of Schools

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## TABLE OF CONTENTS

<b><u>Board of Education</u></b>	<b><u>2</u></b>
<u>Overview and Description of Protocols</u>	<u>5</u>
<b><u>ACPS Communication Plan</u></b>	<b><u>9</u></b>
<u>Stakeholder Feedback</u>	<u>11</u>
<b><u>Transportation</u></b>	<b><u>12</u></b>
<u>Seating on the Bus</u>	<u>13</u>
<u>Transportation Options for Students</u>	<u>13</u>
<u>School Bus Safety and Inspections</u>	<u>14</u>
<u>Bus Driver Training</u>	<u>14</u>
<u>Cleaning and Disinfecting</u>	<u>15</u>
<b><u>2021-2022 Assessments to Identify Achievement Gaps</u></b>	<b><u>15</u></b>
<b><u>Implementation Plan</u></b>	<b><u>24</u></b>
<b><u>Academics, Equity, and Accountability</u></b>	<b><u>33</u></b>
<u>Educational Equity</u>	<u>33</u>
<b><u>Instructional Expectations</u></b>	<b><u>36</u></b>
<u>Ensuring Communication, Professional Learning, and Resources which Promote Integration of the PreK-12 State Frameworks</u>	<u>37</u>
<b><u>School Climate &amp; Culture</u></b>	<b><u>39</u></b>
<b><u>Student Support Services and Mental Health</u></b>	<b><u>40</u></b>
<b><u>Interscholastic Athletics</u></b>	<b><u>41</u></b>
<b><u>Special Education</u></b>	<b><u>42</u></b>
<u>Roles and Responsibilities of Special Educators and Related Service Providers</u>	<u>43</u>
<u>Compensatory Services</u>	<u>44</u>
<u>Students with Complex Medical Needs/Underlying Health Conditions</u>	<u>44</u>
<b><u>Attendance</u></b>	<b><u>45</u></b>
<u>Attendance Procedures</u>	<u>47</u>

<u>Monitoring Problems/Consequences of Absenteeism</u>	<u>47</u>
<u>COVID 19 Attendance Collection and Recording- Key Considerations and Frequently Asked Questions.</u>	<u>49</u>
<b><u>Operations Safety Protocols</u></b>	<b><u>50</u></b>
<u>Cleaning/Disinfecting/Sanitizing</u>	<u>50</u>
<u>Training</u>	<u>50</u>
<u>Process for Cleaning and Disinfecting of Building</u>	<u>51</u>
<u>Process of Addressing Surfaces, TouchPoints</u>	<u>51</u>
<u>Instructional Staff Cleaning Supplies</u>	<u>52</u>
<b><u>Food and Nutrition</u></b>	<b><u>52</u></b>
<b><u>Quarantines</u></b>	<b><u>54</u></b>
<b><u>Addendum</u></b>	<b><u>57</u></b>
<u>Decision Aid Documents</u>	<u>60</u>
<b><u>Appendix</u></b>	<b><u>62</u></b>

## Changes to the ACPS Reopening Plan- March 1, 2022

### BOE Votes to Make Masks Optional Effective Immediately



At a special meeting of the Board of Education held Tuesday, March 1, 2022, the school board voted to make masks optional in Allegany County Public School buildings and on school buses, **effectively immediately**. Students returning from isolation or quarantine will still be required to wear a mask at school and on the bus until day 11.

Isolation requirements will not change for individuals who test positive for Covid-19. Quarantine requirements will not change for individuals who are a close contact outside of the school classroom or school bus. Requirements will not change for those individuals who have symptoms of Covid-19. Quarantine will not be required for close contacts within the classroom or school bus. Contact tracing will not be done in these environments. There will be no restrictions on capacity for indoor events in Allegany County Public School buildings. All precautions regarding distance and hygiene during the school day will remain in place, such as six-foot distancing between students when eating.

### Overview- Reopening Spring of 2021

When the school closures that occurred in mid-March 2020 were extended through the fall of the 2021 school year as a result of the increase in the metrics, much of the attention focused on the Continuity of Learning Plan and Reopening Plan for the spring of 2021.

#### *Return to School- March 2021*

Allegany County Public Schools began the transition back to school buildings for concurrent in-person/hybrid learning for the 20-21 school year on the following schedule:

- Monday, March 1, 2021 - Students in Grades Pre-K, Kindergarten, and Grade 1; students failing or failing to engage in virtual learning; and identified students with special needs (M, T, W, Th, and Friday all virtual)
- Monday, March 8, 2021 - Students in Grades 2-5, 6, 9, 12 (See details below)
- Monday, March 15, 2021 - Students in Grades 7, 8, 10, 11 (See details below)

Students in Grades 2-5, 6-8, and 9-12 reported to school Monday through Thursday on an A-B-A-B schedule. A student's last name determined which days he/she would attend. Students with last names that began A-L attended school on Mondays and Wednesdays, and students with last names that began M-Z attended school on Tuesdays and Thursdays. Friday was a virtual day, and the current virtual day schedule was followed.

By the beginning of the MP4, all schools were open Monday through Friday for in-person learning.

## Fall Reopening of 2021

The ACPS will open for in-person learning Monday-Friday for the fall 2021-22 school year.

The Board of Education met on Friday, August 13, 2021, in a Special Open Session to further discuss the 2021-2022 Reopening Plan. During the meeting, members had the opportunity to hear from Jenelle Mayer, Health Officer, and Dr. Jennifer Corder, Deputy Health Officer at the Allegany County Health Department, regarding COVID-19 prevention strategies and quarantine updates. “If we learned anything from this past year, it’s that we need to keep students in school for in-person instruction,” said Ms. Mayer. “In-person instruction is the best thing for students for a number of reasons, including socialization, development, and access to healthy food, and masks are the best tool to keep kids safe in school and to reduce transmission.”

In accordance with the Maryland State Department of Education’s emergency regulation, all individuals in an Allegany County Public School building will be required to cover their nose and mouth with a face covering while inside a school facility unless the individual is exempted under the regulations.

A federal order that face masks be worn by all people while on public transportation conveyances, including public and private school buses, is still in effect. Therefore, wearing a face-covering remains a requirement for drivers and students on school buses by order of the CDC

[https://www.cdc.gov/quarantine/pdf/Mask-Order-CDC\\_GMTF\\_01-29-21-p.pdf](https://www.cdc.gov/quarantine/pdf/Mask-Order-CDC_GMTF_01-29-21-p.pdf).

Updated guidance information and resources, updated as of January 6, 2022, can be found for the following:

MSDE General Guidance: <http://marylandpublicschools.org/>

MDH Resources for Schools and Child Care and Outbreak Data, including Frequently Asked Questions, Maryland Department of Health School Resources, and more information about Education and Covid-19 from the MSDE: <https://coronavirus.maryland.gov/pages/school-resources>

The ultimate goal of Allegany County Public Schools is to provide face-to-face instruction and keep students in school, thus preventing interruptions in their daily lives while also reducing the spread of the virus within the community. ACPS will utilize a variety of layered prevention strategies to keep students in school, including encouraging vaccination for eligible staff and students; quarantining of close contacts; indoor masking; physical distancing; and increased ventilation within buildings.

The ACPS is committed to addressing health equity for student groups who are disproportionately affected by COVID 19. According to the CDC, health equity is achieved when every person has the opportunity to “attain his or her full health potential” and no one is “disadvantaged from achieving this potential because of social position or other socially determined circumstances.” Health inequalities are reflected in differences in length of life; quality of life; rates of diseases; disability; and death; severity of disease; and access to treatment: <https://www.cdc.gov/coronavirus/2019-mcov/community/health-equity/> Suggested action steps to address health inequities can be found at <https://www.cdc.gov/healthyyouth/disparities/action.htm>. The guidance underscores the importance of fully and safely opening schools for the 2021-2022 school year. The MDH and MSDE strongly recommend that all eligible Marylanders receive a COVID-19 vaccine,

ACPS will continue to follow Maryland Department of Health guidance in regards to contact tracing, isolation, and quarantine. The decision aid (October 27, 2021) for Exclusion and Return for Persons with COVID-19 Symptoms and Close Contact in Childcare, Schools, and Youth Camps will continue to be utilized for decisions regarding quarantine. Please refer to the addendum for a copy of the decision aid. Unvaccinated staff and students who are deemed a close contact with a positive case will need to quarantine for ten days after their last exposure to a positive person. Close contact is defined as being within six feet of a positive person for a cumulative time of 15 minutes whether masked or unmasked. The CDC has allowed an exception for students only in an indoor classroom setting only. For that exception, if both the person who is positive, and the close contact are masked, the close contact will not need to be quarantined as long as he or she were at a distance of at least three feet from the positive person. It is important to note that this exception does not apply to the bus or outdoors. In those cases, unvaccinated students and staff would still need to quarantine if they were within six feet of a positive individual whether masked or unmasked. Vaccinated staff and students and those who were positive for Covid-19 in the past 90 days will not need to quarantine if they are deemed a close contact, as long as they are symptom-free.

The ACPS will continue to collaborate with the local health department, and schools will continue to follow existing procedures for reporting communicable diseases (COMAR 10.06.01). Schools will notify the local health department when a student or staff member has tested positive for COVID-19. The ACPS will maintain a room or other space for isolation of persons who become ill during the day that is separate and distinct from the health room at each school site. Schools will communicate the procedures for notifying the school of absences resulting from illness related to COVID-19 symptoms and the requirement for timely pick up of a student who exhibits symptoms while at school. Where appropriate, schools will refer to the local health department and the CDC guidance for COVID-19 prevention in K-12 schools if the items are not covered in the MDH/MSDE guidance such as cleaning and disinfecting practices, contact tracing procedures, and considerations for those with special health care needs,. ACPS provides notification to parents daily of the number of positive cases in their child's school. Additionally, ACPS tracks all positive cases and incidents of close contact within the schools and reports case numbers to the community weekly.

The ACPS will continue to promote the recommendation of the MDH and the MSDE that all eligible Marylanders receive a COVID-19 vaccine and will provide information about vaccination opportunities among teachers, staff, eligible students/children, and their families. The Allegany County Health Department will continue to offer weekly free COVID-19 vaccination clinics and opportunities for free vaccinations with no appointment needed on specified dates throughout each month. Moderna and Johnson and Johnson vaccines will be provided for individuals ages 18 and older. Pfizer vaccines will be provided for individuals ages 12 and older. Children under 18 must be accompanied by a parent or legal guardian.

It will remain a priority to maintain healthy school and office facilities with daily cleaning. The ACPS will continue to examine ways to ensure improved ventilation within all buildings. Good hand hygiene is still a recommendation for general health considerations. Staff and students should continue washing or sanitizing hands routinely, especially before eating.

The ACPS is currently considering screening options to occur within school buildings when students return in the fall, as well as screening options for students participating in athletics. The ACPS will continue to provide training to staff and teach students on health and safety strategies, including the correct wearing of masks and handwashing.

Appropriate accommodations will be made for children with disabilities with respect to health and safety policies.

## **Blended Virtual Learning Option**

2021-22 Year (Grades K-6)

In addition, Allegany County Public Schools will offer a Blended Virtual Learning Program to any student in Grades K-6 enrolled in ACPS for the 2021-2022 school year, who due to an extenuating circumstance, need an alternative to in-person learning. Students who are admitted into the blended virtual learning program will attend the program for the set length of time per year (180 days) that is required for public school students. Prior to completing an application for this blended virtual program, it is critical that parents and students review and understand the conditions necessary for academic success in a blended learning environment. These requirements and responsibilities are outlined in the program application. Applications will be accepted on an ongoing basis, pending class size, but will be screened for eligibility as well as grade-level classroom capacity.

If a student was not enrolled in a Maryland public school for the 2020-2021 school year, they will need to provide a copy of their birth certificate, proof of residency, and immunization records prior to enrollment in the school system. All applications will be screened for eligibility, and submission of an application does not guarantee admission into the program. Parents will be notified of acceptance/non-acceptance in August. An orientation will be held in August for students accepted into the program. If parents do not have access to complete the online application, they should contact Tammy Darr, administrative secretary, at 301-759-2015.

The program will align with the district's curricula and 180-day school calendar, albeit the start and end times may differ from the schedule in the brick and mortar building. For Grades K-6, the Blended Virtual Learning model will be delivered by synchronous instruction provided by the local school system educators to students in remote locations and complemented by the asynchronous use of assignments and resources.

## **Attention Parents of Incoming 7th Graders- Fall of 2021**

Students entering the 7th grade starting in August will NOT be permitted to start school until the dates of the below immunizations are on file with the school nurse:

- o Tdap (REQUIRED)
- o MCV (Meningitis) (REQUIRED)
- o HPV (OPTIONAL)

Make your appointment now to avoid the rush with your child's pediatrician. These immunizations will also be available at the Allegany County Health Department on the dates listed below on a walk-in basis:

- o Tuesday, August 17, 2021, 8:30 a.m. to 4 p.m.
- o Thursday, September 9, 2021, 1 - 6 p.m.

For more information, call the health department at 301-759-5082.

## **ACPS Communication Plan**

The Board of Education affirms the need and obligation to keep the citizens of Allegany County apprised of accurate information regarding the Allegany County Public School System (ACPS) and recognizes the importance of effective means of communication with the general public. The Board of Education invites and welcomes the active participation of the news media in the ACPS.

The release of information concerning the school system shall be coordinated by the Superintendent and the Office of Public Information. Principals shall consult with the Superintendent and the Office of Public Information prior to releasing any information to the news media.

The Superintendent, Chief Academic Officer, and designated staff may communicate with the public through a variety of methods, including, but not limited to, television, radio, newspapers, magazines, telephone, email, text message, and the ACPS web and social media sites.

The Office of Public Information is responsible, at the direction of the Superintendent, for disseminating information about the ACPS. All information published by staff in the Central Office for general distribution to the public or to the news media is prepared in cooperation with the Office of Public Information. The Office of Public Information maintains contact with the news media, the staff of the school system, and the citizens of the county, and provides accurate and current information about the school system. All official media releases must be authorized by the Superintendent or his/her designee and shall be issued in the name of the Superintendent. The Superintendent, Public Information Officer or designee will communicate information pertaining to the Allegany County Public School system on social media sites.

The ACPS regards school safety as its first priority. ACPS works closely with all applicable public law enforcement and emergency agencies. The school system has developed comprehensive procedures that cover a wide variety of emergencies that serve as a guide to employees and students, public safety partners, and the general public. When an emergency occurs in a school or office (fire, accident, assault, etc.) the principal or director immediately informs the Superintendent or his/her designee. The Superintendent's office notifies the public information officer who works with the principal or director or their designee in coordinating the release of information to the news media and the public. When an emergency occurs, it is critical that accurate information is provided to the public.

The ACPS Public Information Officer is charged with ensuring that communication is shared through approved communication procedures. Communications will be shared through the following avenues to stakeholders and the community through the following methods:

- ACPS District Website
  - Crisis Management Site
  - Videos
  - District Letters/District Newsletters or Flyers (Peachjar), if applicable
  - Board of Education Meetings
- Direct communication via the Superintendent, Senior Staff, BOE Communication
- ACPS Blackboard Parent/Staff Notification System
- Social Media Platforms
  - Facebook
  - Twitter
- School-Based Information
  - Individual school websites
  - Individual school social media platforms
  - Via ACPS email
  - Direct communication from individual school administrators and teachers
  - ACPS Blackboard Parent/Staff Notification System
  - School Newsletters, if applicable

## **Stakeholder Feedback**

Soliciting feedback from the representative stakeholder is ongoing through several communication avenues. Stakeholders have the opportunity to post feedback daily on the Ask ACPS Platform. In addition, stakeholders have the opportunity to provide input at the monthly Board of Education meetings. Information regarding stakeholder input/feedback and a sign-up sheet is posted at each monthly Board meeting. Stakeholders may also email or mail input and feedback for the Board meeting. The President of the Board reads the stakeholder's feedback during the hearing of constituents. Since the posting of the reopening plan, there have been Board meetings on the following dates: October 12, 2021, November 12, 2021, December 9, 2021, and January 11, 2022.

Not all input received is direct feedback to the plan. Sometimes, individuals have offered a general viewpoint on reopening. Some of the feedback received regarded cleaning and sanitizing protocols, masking, scheduling, online options, athletics and extracurricular activities, operational procedures, and employment issues and concerns.

Masking has been a topic of discussion at several Board meetings during the hearing of constituents. In several cases, a constituent has requested that masking is optional or eliminated. The ACPS will continue to follow the CDC, MDH, and the local ACHD guidance for masking.

A request for fully virtually learning has been requested by a constituent for secondary students. Currently, the ACPS has a fully virtual program for Grades K-6. Due to staffing issues and the availability of vaccines for students 12 and older, the ACPS doesn't plan to provide a virtual program for Grades 7-12 .

One constituent sent an email requesting that vaccines are not mandated for the district for employees and ACPS students and that weekly COVID tests should not be required. At the current time, ACPS doesn't have a mandate on vaccines for employees or ACPS students, and currently the ACPS doesn't require weekly testing. The ACPS will continue to follow CDC, MDH, and the local ACHD guidance, as well as state or federal mandates, regarding vaccines and/or testing.

It should be noted that guidance on length of time for quarantines and close contacts has been updated per the guidance of the MDH and the ACHD. The updated information is provided in the document and has been communicated to employees and stakeholders.

Questions are answered through a combination of operational procedures or through other types of system communications. For example, questions about employee absences and leave requests will be provided through the office of Human Resources, while instructional questions will be provided through the office of the Chief Academic Officer. The Public Information Officer (PIO) handles many phone calls and responds to questions asked on the Ask ACPS platform. The PIO directs phone calls and emails to the appropriate staff member to address. Many procedures already exist within the organization, but some may require an update to reference COVID-19. The Superintendent and/or members of the Board of Education respond to constituent questions or concerns at the Board meetings.

At a minimum, the Superintendent and Chief Academic Officer meet monthly with certain stakeholder groups such as the senior staff, elementary and secondary supervisors, principals, assistant principals, and the

information technology staff to discuss strengths and challenges within the components of the reopening plan implementation.

Workgroups will participate to review feedback and the strategies incorporated into the Reopening Plan at a minimum of each semester- September and January of each year. A final summative review will take place at the end of the school year.

### **Workgroups and Stakeholders for the Reopening Plan**

- Superintendent and Policy Committee - Mr. Jeffrey Blank
- Curriculum and Instruction - Dr. Kim Green Kalbaugh
- Special Student Populations - Mrs. Debbie Metheny
- Professional Learning – Mrs. Kate Loughrie
- CTE Programs - Mr. Joe Brewer
- Technology - Mrs. Nil Grove
- Summer School - Mrs. Trina Simpson
- Human Resources - Mr. Steve Wilson
- Finance- Mr. Lawrence McKenzie
- Facilities, Operations, and Transportation - Mr. Jay Marley, Mr. Wally High, Mr. Mark Morral
- Food, Nutrition, and School Safety - Mr. Todd Lutton and Mr. Anthony Rumgay
- Athletics - Mrs. Tracey Leonard
- Equity - Dr. Sarah Welsh

Stakeholders served as active participants in the workgroups listed above. Input was also collected through a parent survey on online learning. Workgroup participants include the following:

- Board of Education Representatives
- Senior Staff Members
- Instructional Supervisors
- Central Office Support Staff
- School-Based Leaders
- Parents
- Students
- Teachers
- Allegany County Education Association
- Public Information Officer

### **Transportation**

A federal order that face masks be worn by all people while on public transportation conveyances, including public and private school buses, is still in effect. Therefore, wearing a face-covering remains a requirement for drivers and students on school buses by order of the CDC

[https://www.cdc.gov/quarantine/pdf/Mask-Order-CDC\\_GMTF\\_01-29-21-p.pdf](https://www.cdc.gov/quarantine/pdf/Mask-Order-CDC_GMTF_01-29-21-p.pdf).

## **Summary**

In response to the COVID-19 Virus, online conferences were developed for transportation supervisors and directors in the state of Maryland. The supervisors and directors of transportation for each county in Maryland, along with the State Director of Transportation, meet weekly to discuss the best practices and procedures that would need to be implemented to combat the spread of the Coronavirus.

## **Seating on the Bus**

The school buses used in Allegany County are 66 passenger buses. There are 11 rows of seats on the bus. ACPS encourages the last two seats on the bus to be kept empty, if possible, due to a rear-end collision. The transporting of elementary students allows the capacity to be set at 66 passengers by placing three students to a seat. The transportation department recognizes that this is impractical to achieve and attempts to keep the number of students on the bus to under 58. The standard for students that attend middle school and high school is set between 44 and 48 students. There are no seat belts on the buses for the students. The school buses are designed to utilize compartmentation to help protect students in the event of an accident. It is essential that the students sit in their seats correctly facing forward for this to be effective.

## **Transportation Options for Students**

The mission of the transportation department is to provide safe, efficient, and reliable services for eligible students. Elementary students living more than one (1) mile from the school or bus stop are eligible for transportation services. Secondary (middle and high) students living more than one and one-half (1.5) miles from the school or bus stop are eligible for transportation services. Social distancing will be followed to the greatest extent possible on the bus. If necessary, modified bus scheduling may be required for students to be safely transported to school if the district is using a hybrid model for in-person transportation.

As part of a student's IEP, transportation may be a service required to be provided under Free and Appropriate Public Education (FAPE). Given social distancing guidelines, modified bus scheduling will be required for students to be safely transported to school. Although students will only be allowed one student per seat on the bus, siblings will be allowed to sit together.

Normal procedures will be followed for students who are walkers and students who are transported to school by their parents, or for high school students who have completed the application process and who have been approved to drive to school. Students who have been approved to drive to school will be issued parking permits per the regular procedures outlined in each high school's handbook.

Parents will be encouraged to transport their child to and from school in a personal vehicle to limit the potential for virus exposure and reduce the number of students on ACPS buses. Seating will be prioritized for to and only from residential addresses only. No seats may be available for students on out-of-district approval.

## **School Bus Safety and Inspections**

Allegany County Public Schools has its own inspection team made up of professionals related to the field of transportation and heavy equipment diesel mechanics. The team consists of one master inspector, one assistant to the master inspector, two driving/interior inspectors, and one undercarriage and drive train inspector. The transportation department monitors and processes all inspections to the MVA online site. Buses that have failure notices will receive a 30-day notice for repairs to be done on minor issues or removed from service at the time of inspection if there is a major issue. Inspectors from the Maryland State MVA are present for all fall inspections and periodically for other inspection times. The State will also do unannounced random inspections from time to time throughout the school year.

The school buses for ACPS both county-owned and contractor own receive four inspections during the school year. Each new school bus will be given an acceptance inspection to make sure they comply with the specifications set by ACPS and COMAR. On the road buses first will be given a class A inspection. This inspection requires removal of wheels and brake drums to measure clearances along with visual checks of the bus interior and exterior along with suspension, steering, exhaust, and tires and wheels. All school buses will be given three class B inspections throughout the school year, summer, fall, and spring. These inspections are similar to a class A but do not require the wheels and brake drums removed.

## **Bus Driver Training**

School bus driver candidates are required to have eight hours of classroom training and a minimum of nine (9) hours behind-the-wheel training. Candidates will complete a background check through info from past employers and fingerprinting by the state and federal government agencies. A DOT physical will be administered by a DOT certified doctor approved by the ACPS transportation department.

Candidates are placed in the random drug/alcohol pool. All candidates that acquire a positive drug/alcohol test or have a background that is unacceptable by the transportation supervisor will be placed on the State disqualification portal.

Active school bus drivers are required to have 6 hours of in-service training a school year. The drivers receive a yearly physical by our DOT doctor, are placed in the random drug/alcohol drug pool, and a check is done through the Federal Motor Carrier Safety Administration Drug/Alcohol Clearinghouse. Drivers receive an evaluation every two years by the transportation department. The drivers receive training every three years in the area of first aid, and railroad and bridge crossing. The transportation department conducts two school bus evacuation drills a year, one front door and one rear door.

## **Mitigating the spread of COVID-10 on School Buses**

School bus drivers and attendants received training in the best practice to disinfect their bus after each run. High contact areas were identified that need additional treatment. Drivers are required to have their masks in

place while students are boarding and departing the bus. In addition, they wear a mask when they exit the bus on school grounds. Bus attendants wear their masks at all times while on the bus and school grounds. Drivers will lower their mask while driving the bus. This will be done to improve the visibility for the driver.

### **Cleaning and Disinfecting**

High contact areas will continue to be a cleaning priority, such as handrails and tops of seats, etc. Under normal operations, the buses in Allegany County are cleaned once a week and additionally, if required. Special Needs buses are cleaned more frequently. The cleaning of the bus will be monitored by the driver/owners and performed as needed.

### **2021-2022 Assessments to Identify Achievement Gaps**

All students will be assessed at the beginning of the 2021-2022 school year. Assessments at the beginning of the year will ensure that schools are capturing current student understanding of concepts that have been taught yet were not understood or retained during the time away from in-school instruction as a result of the COVID-19 school closures and subsequent summer break. The ACPS will use the assessments listed below to capture baseline data regarding current student understanding. The district will also use the 2019 Maryland Report Card data for baseline and trend data. The 2019 Report Card showed that our elementary schools were particularly making excellent progress in regard to achievement and student growth. We will examine this data to determine the gaps that have occurred since that time. The 2021 fall test and the 2022 MCAP tests will be used for midpoint and end-of-year data points.

### **Process to Accelerate Learning and or Provide Support in Recovering Learning Loss**

Instructional supervisors will work with building administrators and specialists to identify assessments that diagnose student learning gaps. The results of the diagnostic Assessments will provide teachers with the information needed for taking action to adjust teaching. The assessment data will also play a significant role in improving learning outcomes for all students by assessing what the learner already knows, the nature of difficulties that he/she has, which if undiagnosed might limit their engagement in new learning.

Baseline and projected student outcomes will be disaggregated by race, service group, and gender. Interventionists, school specialists, and the literacy coach will compile the data by the individual class roster within each school so that data team meetings can be efficiently conducted.

The ACPS will use the MTSS framework to provide the following:

- Universal screening for all students in elementary and middle school in the areas of ELA and mathematics early in the school year
- Increasing levels of targeted support for those who are struggling
- Integrated plans that address students' academic, behavioral, social, and emotional needs

- A schoolwide approach to student support, with teachers, counselors, psychologists, and other specialists working as a team to assess students and plan interventions.
- Professional development so staff can provide interventions and monitor progress effectively
- Family involvement so parents and guardians understand the interventions and give support at home
- Frequent monitoring of students' progress to help decide if more intensive interventions are needed
- The use of evidence-based strategies at every tier of support

Specialists and teachers will determine which standards and/or proficiency levels need to be addressed, depending on the content area, based upon where there are deficits in skills, processes, and understanding. For example, in mathematics, the specialists and teachers will examine if the students have deficits in their computational skills and conceptual understanding. The collaborative school-based teams will determine the instructional priorities for each class in order to modify teaching or re-teaching strategies for the students. Using assessments as sources of information, following assessments with corrective instruction, and giving students a second chance are steps in the process that the teachers will use to prescribe appropriate personalized instruction to be responsive to areas where achievement gaps exist in order to prepare a path for instructional success and recovery for each student.

Assessments will be part of an ongoing effort to help students learn throughout the year. In all cases, teachers, in collaboration with the school interventionists, specialists, and/or literacy coach, will follow assessments with helpful corrective instruction, and then provide students with a second chance to demonstrate their new level of competence and understanding. This second chance helps determine the effectiveness of the corrective instruction and offers students another opportunity to experience success in learning.

Therefore, the goals of the data collection process will be to inform instructional decisions, to provide evidence of learning, to help build content mastery, and to improve long-term recall for students. Data will be collected throughout the year to assess if students are moving in the right direction toward proficiency in their academic areas. Pre to post-test results may also be used to inform critical areas of need for student learning objectives (SLOs) which are used as part of the teacher evaluation process.

The district will use the 2019 Maryland Report Card data for baseline and trend data as a reference point as it provides data disaggregated by race, service group, and gender for multiple student outcomes. ([2019 ACPS Report Card](#)) When making projections on student learning outcomes based on the baseline data, the 2021 fall diagnostics will be used as the starting point. The 2022 spring MCAP tests will be used as an end-of-the-year checkpoint for the 21-22 school year, as well as the starting point for the 22-23 school year. The screeners used by the district will be used for the mid-year checkpoints. The district will analyze achievement and positive and negative outcomes on the assessments. If our students are learning what they are expected to learn, these results will be viewed as positive student outcomes. Low or declining scores will be considered negative student outcomes.

Baseline, mid-point, and end of the year data points will also be collected from most of the assessments listed below.

## **Elementary ELA**

Pre-K - Heggerty Phonemic Awareness.  
Assessment

K - DIBELS/mClass Screener  
KRA

Gr. 1 - DIBELS/mClass Screener  
Superkids Pre-Assessment

Gr. 2 - DIBELS/mClass Screener  
Superkids Pre-Assessment

Gr. 3 - DIBELS/mClass

Gr. 4 - Reading Inventory

Gr. 5 - Reading Inventory

The ACPS prioritizes using screeners and interventions that have been proven reliable or valid. A justification or the evidence level for identified interventions used in the elementary ELA programs are provided to demonstrate the effectiveness level of the intervention.

## **Read Naturally**

Read Naturally is a supplemental reading program that aims to improve the reading fluency, accuracy, and comprehension of students. ACPS uses the web-based version, Read Naturally Live, to support students' (grades 2-5) who have mastered the code, or are well on their way to mastering phonemic awareness and phonics. "The What Works Clearinghouse considers the extent of evidence for Read Naturally on the reading skills of beginning readers to be small for two outcome domains - alphabetic and general reading achievement - and medium to large for two outcome domains-comprehension and reading fluency."

*(What Works Clearinghouse, Institute of Educational Sciences, updated July 2013)*

## **DIBELS 8**

ACPS uses DIBELS as the universal screening tool for grades k through 3 and for students in grades 4 and 5 who are determined to be at high risk.

DIBELS 8th Edition is a set of short (one minute) fluency measures that can be used for universal screening, benchmark assessment, and progress monitoring. DIBELS 8th Edition provides standards for gauging the progress of all students. DIBELS 8 has been validated as a screener for dyslexia.

Research on DIBELS is conducted at the University of Oregon (UO) and began in the late 1980s. Since then, an ongoing series of studies on DIBELS has documented the reliability and validity of the various DIBELS subtests, as well as their sensitivity to student change. Research on DIBELS continues to this day at the UO's Center on Teaching and Learning (CTL) and has been conducted by dozens of UO faculty and students (e.g.,

Cummings, Park, & Bauer Schaper, 2013; Cummings, Stoolmiller, Baker, Fien, & Kame'enui, 2015; Smolkowski & Cummings, 2016; Stoolmiller, Biancarosa, & Fien, 2013).

## **Foundations**

ACPS uses the Wilson Foundations program as a Tier II intervention for students who have been identified as needing support in phonics and decoding. Based on the Wilson Reading System Principles, Wilson Foundations provides research-based materials and strategies essential to foundational skill acquisition. The program provides direct, explicit, systematic, and multi-sensory instruction. Immediate instructive feedback is given throughout each lesson. A report from the Florida Center for Reading Research is linked below.

[https://www.wilsonlanguage.com/wp-content/uploads/2015/04/FCRR\\_Foundations\\_Report.pdf](https://www.wilsonlanguage.com/wp-content/uploads/2015/04/FCRR_Foundations_Report.pdf)

## **Superkids Reading Program**

ACPS uses the Superkids Reading Program to support core instruction in grades kindergarten through two. Additionally, the Superkids program provides supplemental activities and resources that can be used to support tier 2 needs. While EdReports.org scores indicate that the program Partially Meets Expectations, those rubrics reflect the Common Core's emphasis on building knowledge through reading, even in the primary grades. The Superkids program prioritizes and emphasizes the foundational skills of phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension as it also builds students' content knowledge through reading and writing tasks. Superkids reflects current scientific reading research and emphasizes the successful instructional experiences that map letters to speech sound and provides ample opportunities to practice skills in the text that align with the sequence of skill instruction. According to ESSA, Superkids' studies qualify the program for the Moderate Level of Evidence necessary for funding by ESSA. For more information on the effectiveness studies and research base, refer to these documents:

<https://cloud.3dissue.net/29994/29888/30151/52842/index.html?66708>

[https://www.zaner-bloser.com/reading/superkids-reading-program/pdfs/SK17\\_Summary\\_of\\_Effectiveness\\_Brochure.pdf](https://www.zaner-bloser.com/reading/superkids-reading-program/pdfs/SK17_Summary_of_Effectiveness_Brochure.pdf)

## **Elementary Math**

iReady, the online component of the *i-Ready Classroom Mathematics* will be used in all grade levels, K through 5. All students take three diagnostic tests at twelve-week intervals. The first test establishes baseline data and determines individual pathways through differentiated instruction.

PreK will be piloting Frog Street math during the 2021-2022 school year.

## **Elementary Science**

Since NGSS benchmark assessments have not been developed, gaps were identified via units of study missed during the closing of schools due to the pandemic. To help close these gaps, greater emphasis will be placed on the Science and Engineering Practices. The NGSS Science and Engineering Practices will be grouped into three categories, investigation, evaluation, and developing explanations and solutions to measure growth across all Practices. Investigation will include the practice of asking questions coupled with designing and conducting investigations. Evaluation will include the practices of developing and using models, analyzing/interpreting data, and using mathematical and computational thinking. Developing explanations and solutions will include constructing explanations, arguing from evidence, and obtaining/evaluating/communicating information.

## **Elementary Social Studies**

All elementary school students will develop the processes and skills of Social Studies (Standard 6.0). Students will be able to differentiate between primary and secondary sources of information, source documents, and contextualize and corroborate evidence to support/refute a statement. The content of the primary source documents will be relevant to that learned at each elementary school grade.

To assist in the development of these skills and processes, each quarter, students will be provided with a primary source document. Teachers will scaffold the process for analyzing and evaluating these documents throughout the school year (total group, small groups, pairs, and then individual). Document analysis worksheets will be provided to assist students with the process.

By working with primary source documents, students will develop knowledge, skills, and analytical abilities. Students will also be engaged in asking questions, thinking critically, making intelligent inferences, and developing reasoned explanations and interpretations of events and issues in the past and present. These aforementioned skills (Standard 6.0) are incorporated into all units of study, and it is therefore expected that the primary source analysis process will result in raising students' overall grades.

The goal is for all students, as well as targeted subgroups, to show growth from the beginning of the year to the end of the year. To determine this growth, quarterly grades will be examined at the district level. The expectation is that the overall average quarterly grade for all students and subgroups will increase by at least 3% from the first quarter to the fourth quarter. In addition to reviewing quarterly grades, teachers will also complete a Google Form/Survey at the end of each quarter. The form/survey will require the teachers to identify the areas the students struggled with when analyzing the primary sources. Teachers will also be asked to indicate how they are going to address the areas of weakness going forward.

## **Gifted and Talented**

A universal screener assessment will be given to all third-grade students in September. Students will

participate by taking a subtest in the area of nonverbal reasoning. Nonverbal reasoning requires the student to solve problems by identifying relationships between figures and pictures, providing a sample of students' abilities to perceive new relations and learn new tasks.

## **Middle School ELA**

### **Reading Inventory**

The Reading Inventory (RI) is a reading assessment program that provides data on students' reading levels and growth over time. Middle school students begin with the Reading Comprehension Assessment, which measures and monitors students' growth in reading comprehension. Results indicate students' reading levels on the Lexile Framework for Reading scale. Lexile measures are used to find a range of reading texts suited to students' abilities.

### **Read 180**

READ 180 is a reading program designed for struggling readers who are reading two or more years below grade level. It provides blended learning instruction, combining digital media with traditional classroom instruction, as well as student assessments. READ 180 includes whole-group instruction, three small-group rotations, and whole-class wrap-up. Students receive small group instruction with a teacher and work with an adaptive computer application that provides an individualized pathway for improving reading deficits. Students also select books on their instructional level for independent reading. Read 180 meets ESSA Strong Evidence Criteria.

(U.S. Department of Education. (November 2016). "What Works Clearinghouse Intervention Report: Read 180." Institute of Education Sciences. Retrieved 1 October 2021, from [https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc\\_read180\\_112916.pdf](https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_read180_112916.pdf). )

### **System 44**

System 44 is a foundational reading program that provides intensive reading intervention for older struggling readers, especially students with disabilities. Much like Read 180, the program is designed as a blended learning model, combining digital components with small group instruction and independent reading. Students build mastery of foundational reading skills, close reading and comprehension, as well as academic vocabulary and content-area knowledge. System 44 meets ESSA Strong Evidence Criteria. <http://52.1.239.6/products/system-44/experience/program-design.htm>.

### **Moby Max**

ACPS uses Moby Max as a universal remediation, intervention, and enrichment literacy tool for all middle school students. The personalized learning program identifies where a student's current skills are and then places the student on an individualized pathway that enables the student to experience success while working on skills he or she is ready to learn. [Moby Max](https://www.mobymax.com/research) meets ESSA Strong Evidence Criteria <https://www.mobymax.com/research>.

## **Middle School Math**

All students take the HMH Math Inventory (MI) at the beginning, midpoint, and end of the school year. The beginning MI establishes the baseline data for each student. The MI data is analyzed to determine which students should be placed in the supplementary intervention program for the year, Math 180, in addition to their grade-level math instruction. All students have additional supplementary programs, Moby Max and School21, that address deficiencies in student knowledge. These programs provide continuous data, identifying students' progress in their mathematics knowledge throughout the year.

### **Math 180**

ACPS uses the Math 180 program as a Tier II intervention for students who have been identified as needing support in foundational mathematics skills. Math 180® is an engaging and motivating digital math intervention with flexible print for students in middle school who need to build foundational skills to close skills gaps and to successfully transition to Algebra. [Math 180](#) meets ESSA Moderate Evidence Criteria.

### **Math Inventory**

ACPS uses the Math Inventory as a universal screener for all students in Grades 6 through 8. HMH Math Inventory assesses students' math abilities and performance based on the [Quantile® Framework for Mathematics](#), a scientific taxonomy of more than 500 math concepts and skills that places students' readiness for math instruction and the difficulty of math tasks on the same scale.

### **Moby Max**

ACPS uses Moby Max as a universal remediation, intervention, and enrichment tool for all middle school students. The personalized learning program identifies where a student's current skills are at and then places the student on an individualized pathway that enables the student to experience success while working on skills they are ready to learn. [Moby Max](#) meets ESSA Strong Evidence Criteria.

### **School21**

ACPS uses School21 as a supplementary digital resource to provide intervention and course level support. This [program](#) does not have current ESSA evidence, but is participating in university-led efficacy studies,

## **Middle School Science**

Each middle school grade 6th, 7th, and 8th will compare course grades in science classes from the 2020-21 SY and the 2021-22 SY. This will be done on a quarterly basis. Each quarter is broken down by modules focused on the Science and Engineering Practices and Cross-cutting concepts. Individual modules that are identified as areas of need will be used as the focus for learning and recovery. Achievement will be broken down by subgroup when possible.

## **Middle School Social Studies**

All middle school students will develop the processes and skills of Social Studies (Standard 6.0). Students will be able to differentiate between primary and secondary sources of information, source

documents, and contextualize and corroborate evidence to support/refute a statement. The content used in the mini-DBQs will be relevant to that learned at each middle school grade.

To assist in the development of these skills and processes, each quarter students will be provided with a mini-DBQ. Teachers will scaffold the process for analyzing and evaluating the documents within the DBQs throughout the school year. Document analysis worksheets, guiding questions, writing templates, and rubrics will be provided to assist students with the DBQ process. By the 4th quarter, students should be able to complete a mini-DBQ assignment, with a strong thesis statement, with minimal support.

By working with primary source documents, students will develop knowledge, skills, and analytical abilities. Students will also be engaged in asking questions, thinking critically, making intelligent inferences, and developing reasoned explanations and interpretations of events and issues in the past and present. These aforementioned skills (Standard 6.0) are incorporated into all units of study, and it is therefore expected that the mini-DBQ process will result in raising students' overall grades.

The goal is for all students, as well as targeted subgroups, to show growth from the beginning of the year to the end of the year. To determine this growth, quarterly grades will be examined at the district level. The expectation is that the overall average quarterly grade for all students and subgroups will increase by at least 3% from the first quarter to the fourth quarter. In addition to reviewing quarterly grades, teachers will also complete a Google Form/Survey at the end of each quarter. The form/survey will require the teachers to identify the areas the students struggled with when writing the mini-DBQs (i.e. analysis, incorporation of evidence, thesis development, etc. ). Teachers will also be asked to indicate how they are going to address the areas of weakness going forward.

## **High School ELA**

Reading Growth Measure with *Into Literature* literature series - Grades and 9 and 10. HMH Reading Growth Measure is an adaptive reading assessment that provides data on students' reading levels and growth over time. It is designed to be administered three times a year to best gauge both a student's reading level at a point in time and the student's growth over time. The target for all students, including targeted subgroups, is to gain 40-50 Lexile points from the baseline RI to the end of year RI, which is the equivalent of a year's growth. All ELA teachers have a shared responsibility for ensuring that students maintain regular use of the intervention and supplementary programs. The ELA coach is responsible for scheduling and assisting with the administration of the Reading Growth Measure. The ELA coach is also responsible for collecting, analyzing, discussing, and sharing data with school-level and grade-level ELA teams.

The target for all students, including targeted subgroups, is to achieve the equivalent of one reading grade level or more by increasing their Lexiles levels and demonstrating mastery of course standards and prerequisite skills using the diagnostic assessment by the end of the academic year. The classroom teacher is responsible for ensuring that students maintain regular use of the diagnostic program throughout the year. Data can be collected, analyzed, discussed, and shared continually at the classroom, school, and district levels.

## High School Math

High School Mathematics courses do not use a universal screener. Instead, our courses up to Precalculus have existing diagnostic programs, using ALEKS and/or School21 which measure student knowledge at the beginning of the course and allow for student progress to be continually measured throughout the school year for all students. This includes progress on course level standards and growth on prerequisite skills which the diagnostic indicates the student is deficient in. Intervention work, through the diagnostic program, begins immediately once the baseline student knowledge is known.

### ALEKS

ACPS uses ALEKS for all high school credit math courses through Precalculus. ALEKS measures student knowledge on course and prerequisite content at the beginning of the school year. Based on the student's Initial Knowledge Check, ALEKS provides a personalized pathway that has students working on skills that they are ready to be successful with. ALEKS does not have an ESSA rating, but has been [researched](#) at a level equivalent to ESSA Tier 2 - Moderate Evidence.

### School21

ACPS uses School21 as a supplementary digital resource to provide intervention and course level support in Mathematics through Algebra 1. This [program](#) does not have current ESSA evidence, but is participating in university-led efficacy studies,

## High School Science

Each ACPS NGSS required high school course (ESS, Bio, Chem) will compare course grades in science classes from the 2020-21 SY and the 2021-22 SY. This will be done on a quarterly basis. Each quarter is broken down by modules focused on the Science and Engineering Practices and Cross-cutting concepts. Individual modules that are identified as areas of need will be used as the focus for learning and recovery. Achievement will be broken down by subgroup when possible.

## High School Social Studies

All high school students will develop the processes and skills of Social Studies (Standard 6.0). Students will be able to differentiate between primary and secondary sources of information, source documents, and contextualize and corroborate evidence to support/refute a statement. The content used in the mini-DBQs will be relevant to that learned at each high school grade.

To assist in the development of these skills and processes, each quarter students will be provided with a mini-DBQ. Teachers will scaffold the process for analyzing and evaluating the documents within the DBQs throughout the school year. Document analysis worksheets, guiding questions, writing templates, and rubrics will be provided to assist students with the DBQ process. By the 4th quarter, students should be able to complete a mini-DBQ assignment, with a strong thesis statement, with minimal support.

By working with primary source documents, students will develop knowledge, skills, and analytical abilities. Students will also be engaged in asking questions, thinking critically, making intelligent

inferences, and developing reasoned explanations and interpretations of events and issues in the past and present. These aforementioned skills (Standard 6.0) are incorporated into all units of study, and it is therefore expected that the mini-DBQ process will result in raising students’ overall grades.

The goal is for all students, as well as targeted subgroups, to show growth from the beginning of the year to the end of the year. To determine this growth, quarterly grades will be examined at the district level. The expectation is that the overall average quarterly grade for all students and subgroups will increase by at least 3% from the first quarter to the fourth quarter. In addition to reviewing quarterly grades, teachers will also complete a Google Form/Survey at the end of each quarter. The form/survey will require the teachers to identify the areas the students struggled with when writing the mini-DBQs (i.e. analysis, incorporation of evidence, thesis development, etc. ). Teachers will also be asked to indicate how they are going to address the areas of weakness going forward.

**Social/Emotional Learning (SEL)**

The Student Risk Screening Scale (SRSS) will be completed for every student grades K-12 three times in the year. Pupil Service/Support Teams (PST) at each school utilize SRSS data as well as other data (Request for Assistance Forms; Mental Health Referrals, ODRs, Attendance Reports, Grade Reports) to identify, implement, and monitor tier II/III interventions. Tier I SEL is implemented by school counselors at all levels. Behavior Specialists, School Psychologists, and SEL Coaches provide tier II/III interventions.

**Implementation Plan**

The purpose of the implementation plan is to ensure interventions used in the ACPS are being implemented as intended and progressing as determined by the key stakeholders. Professional learning experiences will be integrated throughout the implementation process to build the capacity of staff. The ACPS prioritizes the use of data and focuses on students who face obstacles in engagement in the learning process. A timeline is listed below. Data results are included in the Appendix. Evidence-based instructional strategies, research-based interventions, and tutoring/remediation opportunities are provided to students who need additional support.

**Elementary Reading Screening/Intervention Timeline**

<b>Date</b>	<b>Process to be completed</b>	<b>Tools / Materials Necessary</b>	<b>Professional Learning</b>
9/7 - 10/1	Screener Administration K-3 mClass DIBELS 8 4-5 Reading Inventory Secondary screeners administered as needed to narrow down skill deficits	mClass digital access touch screen device RI Access  PAST screener	mClass implementation with trainers Follow-up support by literacy coaches
9/22 - 10/4	Initial Collaborative Data Meetings	K-3 mClass Reports	MTSS Training with

	(literacy coach, intervention teacher, classroom teachers, principal) Plan for Progress Monitoring	4-5 RI Reports Intervention Cycle Meeting Notes pages ACPS Tiered Literacy Program options	principals / coaches / interventionists
10/4	Identified Intervention / Supplemental Instruction begins	Tiered literacy materials, resources, and programs	Literacy Coaches provide support to classroom teachers for any needed program /resource training
11/15 - 11/30	Intervention Cycle Meetings - Data analysis to determine effectiveness of student intervention plans. Changes made as needed. (literacy coach, intervention teacher, classroom teachers, principal)	Intervention Cycle Meeting Notes Pages mClass Reports Progress Monitoring Data Classroom / core program data	Using core program materials to differentiate and extend the supplemental instruction plan
1/19 - 2/4	Screener Administration -2 K-3 mClass DIBELS8 4-5 Reading Inventory Secondary screeners administered as needed to narrow down skill deficits	mClass digital access touch screen device RI Access  PAST screener	mClass Suggested intervention lessons
2/1 - 2/11	Collaborative Data Meetings Plan for Progress Monitoring	Intervention Cycle Meeting Notes Pages mClass Reports RI Reports Progress Monitoring Data Classroom / core program data	Literacy Coaches provide support to classroom teachers for any needed program/resource training
2/11 (or before)	Continuation of Intervention / Supplemental Instruction plan OR New plan developed and implemented based on data meetings	Tiered literacy materials, resources and programs	Literacy Coaches provide support to classroom teachers for any needed program/resource training
3/28 - 4/8	Intervention Cycle Meetings - Data analysis to determine effectiveness of student intervention plans. Changes made as needed. (literacy coach, intervention teacher,	Intervention Cycle Meeting Notes Pages mClass Reports RI Reports Progress Monitoring	Literacy Coaches provide support to classroom teachers for any needed program/resource training

	classroom teachers, principal)	Data Classroom / core program data	
5/12 - 5/27	Screener Administration -3 K-3 mClass DIBELS 8 4-5 Reading Inventory	mClass digital access touch screen device RI Access  PAST screener	Evaluating effectiveness of supplemental instruction / interventions
5/25 - 6/3	Collaborative Data Meetings Individual student progress documented School wide data compiled	Intervention Cycle Meeting Notes Pages mClass Reports RI Reports Progress Monitoring Data Classroom / core program data	Create plans for identified areas of need for literacy PD in summer / early fall.

### Elementary Mathematics Screening/Intervention Timeline

Date	Process to be Completed	Tools / Materials Necessary	Professional Learning
September 2021	-The implementation of <i>iReady</i> will begin as soon as the first diagnostic assessment is completed and individual pathways are established.	-computer access - <i>iready</i> program	-PD provided by Curriculum Associates on the utilization of the program -weekly grade level team meetings to include adjusting individual pathways
January 2022	-Second iReady diagnostic assessment -Mid-year diagnostic test will evaluate progress in achieving the identified goal.	-computer access - <i>iready</i> program	-weekly grade level team meetings to include adjusting individual pathways -PD provided by Curriculum Associates
May 2022	-Third iReady diagnostic assessment -All students are to exceed their individual	-computer access - <i>iready</i> program	-weekly grade level team meetings to include adjusting individual pathways

	growth targets as identified by <i>iReady</i> for a typical year.		
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### Middle School Mathematics and ELA Screening / Intervention Timeline

Date	Process to be Completed	Tools / Materials Necessary	Professional Learning
September 2021	-Math (MI) and Reading (RI) Inventory -Identify students for Math 180 and Read 180/System 44 programs	-MI and RI digital access -Set up student Math 180 and Read 180/System 44 access	-Data Analysis by Math and ELA Specialists -Department level meetings to discuss MI, RI data and intervention placements -Bi-annual HMM Data meetings
February 2022	-Math (MI) and Reading (RI) Inventory -Re-evaluate student placements in Math 180 and Read 180/System 44	-MI and RI digital access	-Data Analysis by Math and ELA Specialists -Department level meetings to discuss MI, RI data and intervention placements
May 2022	-Math (MI) and Reading (RI) Inventory -Evaluate student progress for future placement in Math 180, Read 180, or subsequent intervention program	-MI and RI digital access	-Data Analysis by Math and ELA Specialists -Department level meetings to discuss MI, RI data and intervention placements -Bi-annual HMM data meetings

### High School ELA Screening

Date	Process to be Completed	Tools / Materials Necessary	Professional Learning
September 2021	Reading Growth Measure is administered to all students in English 9 and 10 to establish baseline data.	-Reading Growth Measure digital access -Chromebooks	-Data Analysis by ELA Coach and classroom teachers -Department level meetings to discuss data and potential intervention placements

February 2022	-Reading Growth Measure is administered to all students in English 9 and 10 for midpoint data.	-Reading Growth Measure digital access -Chromebooks	-Data Analysis by ELA Coach and classroom teachers -Department level meetings to discuss data and potential intervention placements.
May 2022	-Reading Growth Measure is administered to all students in English 9 and 10 for EOY data. -Evaluate student progress for future placement in subsequent intervention program	-Reading Growth Measure digital access -Chromebooks	-Data Analysis by ELA Coach and classroom teachers -Department level meetings to discuss data and potential intervention placements

### High School Math Screening (through Pre-Calculus)

Date	Process to be Completed	Tools / Materials Necessary	Professional Learning
September 2021	-Students complete their Initial Knowledge Check (IKC) in ALEKS	-Computer access - Active 12-month license in ALEKS	-Data Analysis by classroom teacher - Aggregate data compiled at district level
February 2022	-Students complete a mid-year progress check in ALEKS	-Computer access - Active 12-month license in ALEKS	-Data Analysis by classroom teacher - Aggregate data compiled at district level
May 2022	-Students complete an end-of-year progress check in ALEKS	-Computer access - Active 12-month license in ALEKS	-Data Analysis by classroom teacher - Aggregate data compiled at district level

### 3-12 Social Studies (\*Elementary Only)

Dates	Process to be Completed	Tools / Materials Necessary	Professional Learning
1st Quarter (by 10/28) 2nd Quarter (by 1/14) 3rd Quarter (by 3/25) 4th Quarter (by 6/3)	<b>3-5:</b> Each quarter, students will be provided with a primary source	*King, B. (2022). <i>Maryland: An American adventure 1450-1790</i> . Gibbs	<ul style="list-style-type: none"> <li>Teachers will review the online PD videos provided by DBQ Online.</li> </ul>

	<p>document. Teachers will scaffold the process for analyzing and evaluating these documents throughout the school year (total group, small groups, pairs, and then individual). Document analysis worksheets will be provided to assist students with the process.</p> <p>At the end of each quarter, teachers will complete a Google Form/Survey which will ask them to identify the areas the students struggled with when analyzing the primary source documents. Teachers will also be asked to indicate how they are going to address the areas of weakness going forward. In addition, quarterly grades will be reviewed at the district level. Since the primary source document analysis strengthens the skills and process of Standard 6.0, a standard that is incorporated into all units of study, it is the expectation that the overall average for the 4th quarter grade will increase a minimum of 3% from the overall average of the 1st quarter grade. Average</p>	<p>Smith Education.</p> <p>*King, B. (2022). <i>Maryland: An American adventure 1780-Present</i>. Gibbs Smith Education.</p> <p>*National Archives and Records Administration. (n.d.). <i>Document analysis worksheets</i>. National Archives and Records Administration. Retrieved October 1, 2021, from <a href="https://www.archives.gov/education/lessons/worksheets">https://www.archives.gov/education/lessons/worksheets</a>.</p> <p><i>DBQ Online</i>. DBQ. (n.d.). Retrieved October 1, 2021, from <a href="https://www.dbqonline.com/instructor/">https://www.dbqonline.com/instructor/</a>.</p>	<ul style="list-style-type: none"> <li>● Department leaders/chairs and grade level/faculty meetings will take place at the end of each quarter. During meetings teachers will review and analyze grades and discussions surrounding student performance will take place.</li> <li>● A Google Form/Survey will be distributed to teachers at the end of each quarter. Teachers will identify areas that students are struggling with when writing mini-DBQs (grades 6-11) and analyzing primary sources (grades 3-5). <ul style="list-style-type: none"> <li>○ Next steps will be recommended.</li> </ul> </li> <li>● All teachers will meet on January 18, 2022 for Supervisor PD. During this meeting additional conversations surrounding students' performance will be discussed.</li> </ul>
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	<p>quarterly grades of targeted subgroups will also be reviewed.</p> <p><b>6-11:</b> Each quarter, students will be provided with a mini-DBQ. Teachers will scaffold the process for analyzing and evaluating the documents within the DBQs throughout the school year. Document analysis worksheets, guiding questions, writing templates, and rubrics will be provided to assist students with the DBQ process.</p> <p>At the end of each quarter, teachers will complete a Google Form/Survey which will ask them to identify the areas the students struggled with when writing the mini-DBQs (i.e. analysis, incorporation of evidence, thesis development, etc. ). Teachers will also be asked to indicate how they are going to address the areas of weakness going forward. In addition, quarterly grades will be reviewed at the district level. Since the mini DBQ process strengthens the skills and process of Standard</p>		
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	<p>6.0, a standard that is incorporated into all units of study, it is the expectation that overall average for the 4th quarter grade will increase a minimum of 3% from the overall average of the 1st quarter grade. Average quarterly grades of targeted subgroups will also be reviewed.</p>		
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### 6-High Science

Dates	Process to be Completed	Tools / Materials Necessary	Professional Learning
<p>1st Quarter (by 10/28) 2nd Quarter (by 1/14) 3rd Quarter (by 3/25) 4th Quarter (by 6/3)</p>	<p><b>6-11:</b> Each quarter, students will be provided with assignments focused on the Cross-cutting Concepts and Science and Engineering Practices.</p> <p>At the end of each quarter, teachers will share the results of their student grades on assignments with their selected department chair/department leader. The department chairs/leaders will meet to analyze and discuss the data in order to determine levels of growth and possible next steps. School-based team meetings will also be used to disaggregate and interpret the data.</p>	<ul style="list-style-type: none"> <li>● Discovery Education Techbooks</li> <li>● Edcite Testing platform</li> <li>● NearPod</li> <li>● EdPuzzle</li> <li>● ALBERT</li> <li>● Labster</li> <li>● Pivot</li> <li>● Explore Learning Gizmos</li> <li>● NewsELA</li> <li>● TPT School Access</li> </ul>	<ul style="list-style-type: none"> <li>● Department leaders/chairs and grade level faculty meetings will take place at the end of each quarter. During these meetings, teachers will review and analyze data. <ul style="list-style-type: none"> <li>○ Next steps will be recommended.</li> </ul> </li> <li>● All teachers will meet on January 18, 2022 for Supervisor PD. During this meeting, additional conversations surrounding students' performance on the SEPs and CCCs.</li> </ul>

## SEL Screening/Intervention Timeline

Date	Process to be completed	Tools / Materials Necessary	Professional Learning
Spring-Fall 2021	Ripple Effects Tier II/III intervention roll out to secondary behavior specialists and SEL Coach.	Ripple Effects software	Ripple Effects trainers trained secondary behavior specialists and SELcoach.
8/20-23/21	Rollout of Tier I Toolbox intervention for K-5.	Toolbox kits; curriculum; puppets; administrator guides; posters for classrooms and schools	Training done by the behavior specialists and counselors from the five pilot schools; counselors from each school trained faculty.
8/30/21	PST Chair Training.	Google sheet logs; Intervention decision tool; MTSS chart; Request for Assistance Form	Training facilitated by Equity Coordinator, Mental Health Coordinator, Supervisor and Assistant Supervisor of Special Ed., and Assistant Supervisor of Discipline
10/1-10/8	All schools administer Student Risk Screening Scale (SRSS) Internal/External behaviors to help identify students in need of MTSS interventions.	Aspen	PST chair training. Step-by-step instructions sent as follow-up. Follow-up support by Assistant Supervisor of Special Ed.
11/12/21	Trauma lens/ACES training for all staff.	Mental Health Specialist-created training video and discussion	10/8: Mental Health Specialist (MHS) trains school counselors. 11/12: School counselors train staff. MHS follow-up with support through PST.
9/21-6/21	Weekly collaborative data meetings (administrator, school counselor, mental health specialist, nurse, psychologist, PPW, Project YES, and SEL coach). Plan for progress monitoring.	Tiered intervention chart, intervention decision tool, PST log; PBIS data, attendance data, ODRs, Request for Assistance Form	Chair training 8/30; follow-up support from behavior specialists, assistant supervisors, and equity coordinator.

January 2022	All schools administer SRSS Internal/External behaviors to help identify students in need of MTSS interventions and monitor progress of implemented interventions.	Aspen	MTSS intervention training support from behavior specialists and MHS.
May 2022 (four weeks before the end of the school year)	All schools administer SRSS Internal/External behaviors to help monitor progress of MTSS interventions. School wide data compiled.	Aspen	Create plans for identified areas of need for trauma informed lens, restorative practices, and/or disrupting implicit bias in summer/early fall.

## **Academics, Equity, and Accountability**

### **Educational Equity**

<https://www.acpsmd.org/cms/lib/MD01907365/Centricity/domain/36/policy%20document/IMAA%20-%20Educational%20Equity%20Policy%20042319.pdf>

The ACPS is committed to the success of each student in our schools. Our district prioritizes educational equity by recognizing and removing institutional barriers and ensuring that social identifiers are not obstacles to accessing educational opportunities and supports that benefit each student as ensured in our Board of Education Equity Policy. The COVID-19 pandemic affected our most vulnerable populations in the ACPS. Therefore, the ACPS will ensure that every policy, procedure and practice will be evaluated through an equity lens as we appropriately plan and prepare for the reopening of schools. Achieving equity means implicit biases and students’ identities will neither predict nor predetermine their success in school. Educational equity is a lens through which all policies, procedures, and practices are viewed and decided. Definitions Educational Equity means providing access to essential academic, social, emotional, and economic resources, supports, and opportunities; in order to engage each student, throughout their educational career.

Educational Equity also maximizes academic success for each student through rigorous instruction, with appropriate educational resources, to achieve their highest potential, their social/emotional well- being, and to ensure that their social identifiers are valued as an asset. Social Identifiers mean demographic factors identified as, but not limited to, age, color, ability (cognitive, social/emotional, and physical), ethnicity, family structure, gender identity and expression, language, national origin, race, religion, sex, sexual orientation, and socio-economics.

Accountability measures mean those Maryland accountability framework indicators in place to guarantee oversight of opportunities, resources, and educational rigor that will lead to achievement for each student. Educational opportunities mean each student has access to rigorous well-rounded academic programs and experiences that enrich their educational career. Equity lens means that for any program, practice,

decision, or action, the impact on each student is addressed, with strategic focus on marginalized student groups.

In support of the goals of this Educational Equity policy, the Board establishes an Equity Advisory Committee to work with the superintendent to assist in the development of the action plan to implement this policy and advise the superintendent on educational equity issues within the school system. The Equity Advisory Committee also shall assist the superintendent in developing strategies to ensure that equitable educational opportunities are being provided to all of the students who attend our schools. Allegany County Public Schools is committed to providing clear expectations that prioritizes educational equity (COMAR 13A.01.06) in providing every student with equitable access to the educational rigor, resources, and support that are designed to maximize the student's academic success and social/emotional well-being and that will be used to engage our students, families, and staff in all settings, including a traditional learning environment, a hybrid setting and/or when virtual programming is required.

The ACPS will be prepared to implement a virtual, hybrid, and traditional learning schedule if/when a COVID spike in the metrics warrant such a decision. As previously outlined in the ACPS Recovery Plan, in Stage 1, virtual instructional programming is required. When the State is in Stage 2, each local school system must meet the Requirements for Opening Schools as outlined in the *Maryland Together: Maryland's Recovery Plan for Education*.

- Develop and submit local education plans with a plan for communication
- Incorporate equity as a component in the local recovery plan
- Establish local education recovery stakeholder groups
- Identify learning gaps and instructional placement of students
- Follow and maintain curricular frameworks and MD College and Career Ready Standards
- Adhere to components of IDEA, Section 504 of the Rehabilitation Act, and ADA
- Ensure safe transportation for all students
- Develop a system for tracking attendance

During Stage 3, the local school system makes determinations regarding which groups of students and staff will be able to re-enter buildings. Specific schedules, calendar modifications, and delivery of instruction are at the discretion of the local school system. Depending on conditions in their locality, school systems may be more restrictive than the requirements outlined in the State Recovery Plan, and the health and safety measures outlined by the Governor and Maryland Department of Health.

When the State is in Stage 1: All school activities are to be conducted online and through distance learning platforms.

When the State is in Stage 2: Some in-person school activities may commence, in accordance with the Governor's gating and social distancing measure

When the State is in Stage 3: In-person activities may fully resume, and schools can begin normal/traditional operations consistent with additional safety measures.

Instructional programming during any stage will be based on consistent practices and expectations across all grade levels in the ACPS. Teachers, support staff, and building administrators will implement consistent procedural practices for regular, hybrid, and virtual instruction. Each teacher will provide procedures and practices to ensure that there are no obstacles to accessing instruction, regardless of the method of instruction.

Teachers will provide expectations to their students on synchronous<sup>1</sup> and asynchronous<sup>2</sup> instruction and instructional assignments, as well as expectations on grading, assessment, and learning expectations that are aligned to the ACPS BOE policy.

*<sup>1</sup>**Synchronous Instruction:** A group of students is engaging in learning at the same time. The teacher and the student are engaged in video conferencing or live streaming.*

*<sup>2</sup>**Asynchronous Instruction:** Students learn the same material at different times and locations. Teachers will be assigning work to be completed by students. These assignments and tasks often will be completed by the student independently and in response to objectives within individual lessons.*

If directed by the Superintendent and approved by the Board of Education, the ACPS students will receive a combination of virtual and at-school instruction, which we will refer to as a hybrid instructional model if Maryland is in Stage 2. However, the Superintendent with approval by the Board of Education may choose, necessary, to provide a fully virtual or distance learning model where students will attend and participate in a virtual synchronous environment, video-conferencing with their teachers and the completion of assigned work in an asynchronous environment where students are working independently online.

## **Instructional Expectations**

The ACPS will ensure that Maryland College and Career Ready Standards, PreK-12, are taught in all content areas and the State Frameworks, which include career and technical education (CTE), are followed for each content.

<b>CCR Standards</b>	<b>Accountability</b>	<b>MSDE Website</b>	<b>Links</b>
<p>ACPS will ensure that the College and Career-Ready Standards in PreK through Grade 12 are taught in all the content areas and the state frameworks are followed for each content.</p> <p>These standards define what students should know and be able to do at each grade level and align state standards and state assessments.</p>	<p>The ACPS benchmarks that are aligned to the standards will be used to aid in the accountability of teaching to the standards.</p> <p>Schools will continue to use root cause analysis techniques to determine goals and strategies for school improvement purposes.</p>	<p>Instruction, Frameworks, and Units of Study</p> <p><a href="https://marylandpublicschools.org/about/Pages/DCIPL/index.aspx">https://marylandpublicschools.org/about/Pages/DCIPL/index.aspx</a></p> <p>-----</p> <p>Other Areas</p> <p>Technology Education</p> <p>CTE</p>	<p><a href="https://marylandpublicschools.org/about/Pages/DCAA/Math/index.aspx">https://marylandpublicschools.org/about/Pages/DCAA/Math/index.aspx</a></p> <p><a href="https://marylandpublicschools.org/programs/Pages/ELA/index.aspx">https://marylandpublicschools.org/programs/Pages/ELA/index.aspx</a></p> <p><a href="https://marylandpublicschools.org/about/Pages/DCAA/Social-Studies/index.aspx">https://marylandpublicschools.org/about/Pages/DCAA/Social-Studies/index.aspx</a></p> <p><a href="https://marylandpublicschools.org/about/Pages/DCAA/Science/index.aspx">https://marylandpublicschools.org/about/Pages/DCAA/Science/index.aspx</a></p> <p><a href="http://www.dsd.state.md.us/comar/comarhtml/13a/13a.04.01.01.htm">http://www.dsd.state.md.us/comar/comarhtml/13a/13a.04.01.01.htm</a></p> <p><a href="https://www.mdctedata.org/state/index.php">https://www.mdctedata.org/state/index.php</a></p> <p><a href="http://staging.barnowlbox.com/programs.php#">http://staging.barnowlbox.com/programs.php#</a></p> <p>CTE Dashboard at this <a href="#">link</a>.</p>

## **Ensuring Communication, Professional Learning, and Resources which Promote Integration of the PreK-12 State Frameworks**

ACPS has invested in high-quality resources that have been evaluated through the EdReports vetting process or through other independent agencies. In conjunction with those purchases, ACPS has been rewriting and refining our curriculums for upcoming state vetting. During this refinement process, ACPS is making tight connections between the state frameworks and these high-quality materials.

Professional learning is currently being provided by our resource vendors and is supplemented by ACPS teacher-led professional learning which is built into the teacher's work schedule within the Recovery Plan. Furthermore, ACPS has embedded collaborative planning time into the teacher work schedules which enables teams of same course teachers to work collaboratively to develop lessons, activities, assessments, and supplemental resources which support our vetted curricular resources and adhere to the state PreK-12 state frameworks. In addition, staff development sessions are provided throughout the year for both principal and supervisors to ensure continuous communication and professional learning for the use, integration, and accountability of the PreK-12 state frameworks. Teachers are encouraged to contact their content supervisors for assistance, as needed, with ensuring that the standards and frameworks are followed for each content, as well as to ensure that equity for all students is reflected in the instructional expectations.

The Maryland College and Career Ready Standards (MCCRS) will be used to ensure that students have a strong command of the skills and processes taught in all of the content areas. In order to deliver a quality educational experience for every student, the district has set the expectations that Pre-K through 12 MCCRS must be taught in all content areas. While there is a strong focus on ensuring that the standards and frameworks are followed for mathematics, English language arts, social studies, and science, the district is also committed to maintaining the inclusion of fine arts, physical education, health education, technology education, family consumer sciences, social and emotional learning, mental health, and environmental literacy as part of the instructional program. Regardless of a fully virtual, hybrid, or traditional schedule, students will be enrolled in all of their classes, including the aforementioned ones, as well as other electives, as applicable.

The CTE programs in the ACPS will be aligned to industry standards and will be developed and organized in the following manner: CTE programs are developed in conjunction with all relevant stakeholder groups. CTE programs are organized under broad clusters, based on all aspects of an industry, designed to help students make informed decisions regarding career pathways. Economic market demands, both current and projected, constitute the criteria for identifying value-added opportunities. CTE programs are developed in response to an identified opportunity to add value to students' overall educational programs by preparing them for both college and careers. CTE programs are based on the most appropriate, reliable, and valid technical and academic standards available. CTE programs provide multiple options for students as they prepare for entry into careers and further education. CTE programs are measured against student attainment of rigorous academic, employability, and technical skills and

student success in further education and employment. Local school systems and local advisory councils collect and analyze data on student attainment of rigorous academic, employability, and technical skills.

Maryland Technology Education Standards are organized into five interdependent conceptual understanding categories. 1. The Nature of Technology 2. Impacts of Technology 3. Engineering Design and Development 4. Core Technologies and the Designed World 5. Computational Thinking and Computer Science Applications Each category represents an overarching concept that fosters technological literacy. Concepts are deconstructed into essential skills and knowledge that details what students must know and do to demonstrate an in-depth understanding of each category. Essential skills and knowledge are organized by grade bands representing middle school (Grades 6-8), high school (grades 9-12), and advanced technology (Grades 10-12) expectations. Technology education standards are designed to be used in conjunction with Maryland State Curriculum Frameworks for Reading and Writing in Science and Technical Subjects. Ultimately, students should be able to participate in rigorous technology education courses that will allow them to acquire the skills and knowledge expected of technologically literate individuals.

Grades 6 – 8 Local school systems can offer students course options that will allow them to meet expectations detailed in the Maryland Technology Education Standards document. Local school system leaders can develop or adopt their own course offerings or use MSDE pre-approved courses.

Grades 9-12 Technology education is a graduation requirement for all Maryland public school students (COMAR 13A.04.01.01). Each local school system is required to offer a technology education program in grades 9-12 that will allow students to meet graduation requirements and select advanced technology education electives.

Per COMAR 13.A.04.11, World Languages must be offered to begin in middle school. Students enrolled in the world language program will continue when schools reopen in the fall. In Grades 6-7, students are enrolled in World Languages and Cultures of the World. In Grade 8, students may enroll in Spanish I. The district also has a Chinese Immersion Program (CHIP) in Grades K-8. A cohort model is used for the CHIP program. Currently, students in the CHIP program at the middle school level are taking courses to potentially earn high school credits in Chinese I, II, and III.

COMAR 13.A.04.17.01 requires that Environmental Literacy is integrated into current curricular offerings. While some aspects of environmental literacy can occur in a digital and online environment, it is the intent of the district that outdoor field experiences are completed face-to-face with teachers leading instruction with small groups of students as soon as it is safe and feasible to implement the hybrid plan for in-school learning. Developmentally appropriate lessons and activities have been created to ensure that elements of the Meaningful Watershed Educational Experience (MWEE) are completed in accordance with the county's curriculum/scope and sequence during the year.

Regardless of the instructional model (Distance Learning, Hybrid, or Traditional), the ACPS teachers will

utilize components of the Gradual Release of Responsibility (GRR) to provide focused instruction, guided practice, and independent learning in all grades and content areas. While collaborative learning may be more challenging via distance learning, teachers will utilize Schoology tools to provide collaborative opportunities when the district is utilizing a fully virtual learning environment. Teachers have been trained on how to differentiate instruction and provide break-out sessions for the students.

## **Achievement & Growth**

ACPS will ensure that every student has equitable access to the educational rigor, resources, and support that are designed to maximize a student's academic success and social/emotional well-being. The instructional expectations, procedures, and practices will provide for educational equity while ensuring that obstacles are proactively addressed and resolved. Achievement gaps will be identified and strategies will be implemented to address the gaps. Results from the summer recovery programs will be used to identify and address learning needs. The ACPS will continue to be prepared for Stage 1 and Stage 2 by ensuring the following occur:

- Continued county-wide partnerships to support connectivity issues and concerns.
- Provide technology devices as needed to ACPS students.
- Provide individual and community hotspots for learning for students with connectivity concerns.
- Work with the County Government for infrastructure support.
- Provide time and support to teach students and parents how to access and utilize the LMS.
- Provide online tutorials and other resources for parents and students.
- Provide local and diagnostic assessments to identify gaps in learning and prepare a path for success and recovery.
- Ensure appropriate support is given to our most vulnerable populations through collaboration and coordination with School Counselors, PPWs, Resource Teachers, School Psychologists, Interventionists, and Case Managers.
- Provide professional learning opportunities which will focus on ensuring equitable access to a well-rounded curriculum for our historically underserved students.
- Provide virtual Parent Conferences, if needed, to help support families with challenging instructional and/or personal support needs.

## **School Climate & Culture**

ACPS will ensure that students have equitable access to the educational rigor, resources, and support that are designed to maximize a student's academic success and social/emotional well-being. The instructional expectations, procedures, and practices will provide for educational equity while ensuring that obstacles are proactively addressed and resolved. Achievement gaps will be identified and strategies will be implemented to address the gaps.

ACPS will ensure that distance learning/remote learning climates support student success and that such learning environments are welcoming, affirming, and positive. The ACPS will continue to identify any areas of disproportionality and identify root causes and strategies to eliminate any

disparities. The ACPS will continue to ensure that counseling and mental health services are provided to meet social, emotional, and mental health needs.

- Each school counselor and/or mental health provider will provide ways for students to discuss and express concerns and feelings.
- Schools will implement wellness checks with a focus on students and families who are disengaged or families who do not respond to school communications.
- Provide ways for students to engage in student voice groups in the effort to help create awareness of racism and in the effort to help educate the community to combat this ill in society. The group includes current high school students, recent graduates, educators, and community members. The students will record panel discussions about their experiences with race in schools to serve as professional learning, create awareness, and serve in an advisory capacity to administration as we continue to work to dismantle systemic racism.
- Provide professional learning opportunities for teachers that will support and promote classrooms where students can share personal experiences by continuing in the second leg of the county-wide restorative practices roll out and training school staff on available resources such as Project Wisdom.

## **Student Support Services and Mental Health**

### **School Counselors:**

- Coordinate with the administrative team and mental health colleagues to address the unique needs and challenges of their school relating to the support needed for students and staff.
- Meet in-person or virtually with individual students and families as needed.
- Assist with scheduling changes for individual students or groups of students based on the instructional delivery model being implemented within the district.
- Intervene with students in need of individualized support.
- Teach and/or coordinate small group and classroom lessons focused on the social-emotional needs of students.
- Participate in PST, IEP, 504, and other meetings as assigned by the principal or supervisor.
- The high school counselors plan to work together toward creating CCR materials and presentations that can be delivered utilizing the LMS and Schoology.
- High school counselors will also be sharing resources through the LMS to assist students with meeting graduation requirements, completing college applications, providing scholarship information, and more.
- School counselors will continue to serve as a liaison in the referral process for students who would benefit from support from our Tier III behavioral specialists.

### **School Psychologists:**

- Assist with the coordination of school-wide SEL initiatives in order to support the social-emotional needs of students.
- Identify students with existing behavior plans, provide training and support to classroom

teachers to accomplish successful implementation, and update the plan as needed.

- Special Education Support:
  - Monitor identified students for potential need of increased support;
  - Provide student counseling services and parent coaching as needed;
  - Complete assessments; and
  - Participate in IEP meetings.

### **Pupil Personnel Workers (PPW's):**

- Serve as a liaison between the family and school to ensure students have access to instruction.
- Identify challenges families are experiencing that are barriers to learning and work with principals and other ACPS staff to provide direct services in an effort to mitigate the impact on learning.
  - Conduct home visits
  - Deliver food, clothing, school supplies, etc.

### **Mental Health Personnel:**

- Provides direct services (individual/group therapeutic services, social and emotional learning)
- Provides after-care services
- Counseling home & hospital students
- Serves as liaison for home-school-community
- Counseling home & hospital students

## **Interscholastic Athletics**

The MPSSAA is committed to provide local school system (LSS) guidance for the return of interscholastic athletic programs. Recently the MPSSAA Executive Council approved fall and winter sport modifications and risk mitigation efforts. The MPSSAA has also provided a general section guide to making decisions on the extent of participation within local and state health department information.

ACPS shall utilize the [COVID 19 Guidance for Maryland Schools, Maryland Department of Health metrics](#), and local health department guidance to determine the extent of participation in our district. Decisions shall be in full compliance with state and local health orders and regulations.

ACPS will have students and parents conduct daily screenings at home. Guidance on screening can be found in the [COVID 19 Guidance for Maryland Schools](#) and the [MPSSAA Roadmap for the Return of Interscholastic Athletics](#).

Individual team and sport mitigation strategies will be implemented to further reduce the risk of spreading Covid-19. These mitigation strategies can be found in the [MPSSAA Roadmap for the Return of Interscholastic Athletics](#) and in the individual [Fall](#), [Winter](#), Spring bulletins.

ACPS began Fall sports engagement on August 11, 2021. CPS began Fall sports engagement on August 11, 2021. All student-athletes were required to provide up to date medical forms, which included a COVID-19 acknowledgment form prior to the start of the first practice date. ACPS athletic teams had 269 games scheduled for the Fall sports season, 94% of those games were played during this season.

Winter Sports engagement began on Nov. 15, 2021. First play dates began on Dec. 6, 2021.

ACPS has developed full schedules for the Fall sports seasons. ACPS has and will continue to utilize the COMAR 13A.06.03.06B(1) - waiver of the requirement that all sports schedules must be set by the first allowable play date. This waiver has provided flexibility to ACPS to reschedule and adapt to the latest response to COVID-19 per locale, which has been necessary.

## **Special Education**

ACPS is committed to ensuring compliance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and Title II of the Americans with Disabilities Act (ADA). All students with IEPs will continue to receive FAPE as outlined on their IEP regardless of the model of instruction.

Compliance is ensured by monthly fidelity checks that are completed between IEP chairpersons and every special education teacher during scheduled coaching sessions. An emphasis of the coaching sessions is the instructional cycle including development of the IEP, delivery of service, collection and analysis of data, and revision to instructional delivery. Special education department supervisors hold monthly coaching sessions with IEP chairpersons. During these sessions, regular self-auditing of IEPs occurs, as well as a review of the information gained during the teacher/IEP chairperson coaching sessions. The special education department tracks referrals and evaluations to ensure compliance with timelines using a central tracking system. All special education and related service providers are completing daily service logs which are uploaded and available for review to document the provision of special education services.

Beginning October 1, 2021, in compliance with Maryland SB300/HB714, each IEP developed or revised will contain a Learning Continuity Plan to be implemented during emergency conditions. Each team will determine, in the event of emergency conditions, if the IEP can be implemented as written, revised either through an amendment with parent consent, or a scheduled IEP team meeting. A reasonable attempt will be made to contact the parent within 10 days of the determination of the emergency condition, notifying them of the implementation of the learning continuity plan and seeking input on how to best implement the IEP during emergency conditions.

### **Accessibility:**

ACPS has developed a team to review digitally based and online instructional resources to be sure they comply with current Web Content Accessibility Guidelines. ACPS has provided guidance and tutorials on creating instructional documents and materials that are fundamentally compliant with Web Content Access Guidelines (WCAG) 2.1 Level AA. These guidelines were reviewed with content supervisors and provided to school-based administrators to review with their instructional staff. ACPS strives to make all instructional materials and technology-based resources whether purchased or teacher produced accessible to all users.

ACPS has established a point of contact at [accessibility@acpsmd.org](mailto:accessibility@acpsmd.org) for those individuals requesting materials or information in additional alternate formats.

**ACPS will:**

- Follow provisions of the Individuals with Disabilities Education Act (IDEA) and the Code of Maryland Regulations (COMAR) related to special education to provide a Free and Appropriate Public Education (FAPE) for students with disabilities.
- Follow guidance in the Maryland State Department of Education (MSDE) Technical Assistance Bulletins (TABs) related to COVID-19.
- Address student-specific needs arising from the transition back into school buildings.
- Consider whether or not a student has experienced a regression of skills and/or lack of progress.
- If regression and/or lack of progress is present, identify opportunities for recovery, including additional, new, or different services and accommodations, as well as the need for compensatory services.
- Special education and related services will be implemented as identified in the Individualized Education Program (IEP).

**Roles and Responsibilities of Special Educators and Related Service Providers:**

- Work with families of students Birth-21 to collaboratively develop, implement, and evaluate IEPs;
- Communicate with families, administrators, and general educators;
- Partner with general educators to support learning for students with disabilities, regardless of the method of instruction;
- Collaborate with general educators to ensure that each student on their caseload is accessing the general education setting to the greatest extent possible as identified by the IEP;
- Work with general educators to co-develop, co-implement, and co-evaluate specially designed instruction as identified in the IEP for each student;
- Ensure assigned general education teachers have updated accommodations and support them as needed;
- Recommend to parents and teachers additional online learning tools, strategies, or activities that students might be able to access to support the maintenance of skills related to needs;
- Respond to parent questions and communicate progress;
- Monitor and document progress towards IEP goals as appropriate;
- Implement related services as identified in the IEP;
- Conduct IEP team meetings as appropriate;
- Complete assessments identified by the IEP team as appropriate and consistent with the health and safety needs of the student and staff member(s);
- Engage in ongoing professional learning; and
- Advocate for students with disabilities to ensure equitable access to learning.

## **Compensatory Services:**

The decision about whether the student is owed compensatory education/recovery services is driven by information and data collected from a variety of sources. This information will guide the IEP decision-making process. This information will include:

- Data on the student's progress prior to and during the school closure to assess academic and/or behavioral progress in the general education curriculum and on the student's IEP goal(s). Data may take the form of grades, progress reports, classwork, informal/formal evaluation tools, teacher/service provider observation(s), parent feedback, comparison to the progress of all students, and interdisciplinary consults.
- Data on the student's ability to recoup skills and make progress on IEP goals upon the return to school.
- Documentation of accommodations and/or services provided (e.g., amount of instruction and services including dates, times, and duration), as well as accommodations and/or services ACPS was unable to provide during the extended school closure and re-opening of school.
- Length of school closure (e.g., time without any instruction, time with virtual and/or distance learning, etc.), including information related to the general education curriculum provided to all students and the student's ability to access virtual and/or distance learning opportunities.

ACPS must consider what compensatory education/recovery services can be provided to the student to help recoup the lack of progress due to a loss of a FAPE. They must be individualized to each student's needs and designed to remediate the loss of skills.

## **Students with Complex Medical Needs/Underlying Health Conditions:**

ACPS will take into account the current health and safety conditions, as well as the health requirements of the individual student when planning services for students with complex medical needs and underlying health conditions.

If a child with a disability at high risk of severe medical complications is excluded from school during an outbreak of COVID-19 the provision of services such as online or virtual instruction, instructional telephone calls, and other curriculum-based instructional activities will occur to the extent appropriate for each individual child.

For those children who have difficulty or are unable to wear a mask due to their disability. The IEP team will intentionally design and implement a plan for guided or direct instruction, modeling, and practice for the student to wear a mask. The team will utilize strategies known to be effective with the student, which the family can support, including the design of a simple data collection chart considering the daily schedule, behaviors, and minimum length of mask-wearing time necessary for the student's safe participation in direct in-person instruction.

## Attendance

**Overview:** During traditional learning, the school system will track student attendance through the Aspen Management System. At the elementary level, daily attendance is completed for students each day. At the middle and high school levels, class attendance is taken for each period. Official DAILY attendance is recorded in the Aspen System.

In addition, the Maryland State Department of Education requires that all school systems track student attendance during virtual learning. Taking attendance while students are learning from home will assist school staff in ensuring that all students have the resources and support students need to engage in learning. Tracking attendance will include a combination of measures that indicate a student is demonstrating their engagement in learning. Elementary teachers will complete daily attendance for their students. Middle and high school teachers will take class attendance for each period. An official DAILY attendance will be completed by designated school staff members by the end of each school day. The DAILY attendance will be recorded in the Aspen Management System for ACPS by the end of each school day.

If needed during virtual or hybrid learning, any lag attendance data, via asynchronous learning through Schoology will be provided to the school's office staff to update by the end of each school day. Additional information on attendance procedures for the ACPS is listed below the definitions.

### **Attendance Definitions and Requirements**

**Lawful Absence** - Students shall be considered lawfully absent when absent from instruction with proper documentation approved by the principal/designee. During virtual learning, parents should call the school and provide a note (via email is acceptable) if the student will be absent from their virtual learning. Additional documentation, including a physician's note, may be required for excessive absences.

\*Please understand that state auditors require a written note for lawful absences.\*

**Unlawful Absence** - Students shall be considered unlawfully absent when absent from instruction without submitting an absence note to the principal/designee. A student will be documented as unlawfully absent if the parent doesn't call the school if the student will be absent from their virtual learning.

**Tardies and/or Early Dismissals** - Please contact the school if your child will be tardy or will need an early dismissal during the Synchronous Learning.

**Makeup Work** - Your child will be expected to make up any missed assignments due to an absence, tardy, or early dismissal. Teachers will provide students with their classroom requirements for makeup work.

**Synchronous** - “Live” or “Real Time” during the scheduled time frame. Students attend the class during its scheduled time.

**Asynchronous** - Does not occur in the same place or at the same time. Students access the recorded lesson at a later time.

**Present** - A student will be marked as present when there is evidence of daily “live” engagement in their classes via the Schoology platform and/or conference tools through typical class attendance procedures.

**Absent** - A student will be marked as absent when there is **no** evidence of daily engagement in the “live” online Schoology classroom. (Please see the exceptions below.)

**During a virtual or hybrid setting, the following are exceptions to the Synchronous or “Live/Real-Time” attendance requirements:**

Parents in Grades Pre-K-6 have requested permission from the school principal, in writing or via a phone call to the principal/school office, to participate in asynchronous learning due to child care issues, work conflict, etc. (Please note that there is a date and time stamp when a student logs into a class/course that teachers will have access to for recording attendance. Students must log in to their classes on a daily basis to be counted present for a specific day.

- o Please note that a form is available on the website or school office that may be completed for students in Grades Pre-K-6 if parents are requesting only asynchronous learning for their child.

Parents in Grades 7-12 have requested permission, in writing, due to an extenuating circumstance, and have been approved by the school principal for asynchronous learning. (Please note that there is a date and time stamp when a student logs into a class/course that teachers will have access to for recording attendance. Students must log in to their classes on a daily basis to be counted present in a class.)

- o A parent/student who doesn’t have any Internet connectivity and cannot login to Schoology through ‘live” or archived lessons.
- o A parent must complete a form requesting an alternative form of traditional learning due to **No** Internet connectivity. If a hotspot can address the connectivity issue, the student will not be permitted to use this alternative form of instruction.

\* Please note that you will receive a daily phone call about an absence. Please be patient and kind to ACPS staff if you receive a phone call. Please note that school officials and Pupil Personnel Workers will be contacting parents/guardians if a student begins accumulating absences.

\*Please note that a student may need to log in asynchronously at times during the Virtual Learning Phase if the student is under quarantine, has a doctor appointment, or if there is

another circumstance that occurs that prevents the student from logging in to the Synchronous class(es) on a specific day(s).

The parent should contact the school if this occurs so that the attendance can be updated. Please remember that there is a date and time stamp when a student logs into a class/course asynchronously.

The district will continue to send out attendance letters per the BOE policy

### **Attendance Procedures**

Within a virtual learning environment, elementary teachers will complete a daily attendance for their students. Middle and high school teachers will take class attendance for each period. An official DAILY attendance will be completed by designated school staff members by the end of each school day. The DAILY attendance will be recorded in the Aspen Management System for ACPS by the end of each school day. Any lag attendance data, via asynchronous learning through Schoology will be provided to the school's office staff to update by the end of each school day.

For a hybrid and for the traditional learning environments, the administrators and teachers will maintain the attendance system used to record and report pupil absences as indicated below.

**School Procedures** - Recognizing administrators' and teachers' responsibility for developing and maintaining a system to record and report pupil absences (lawful and unlawful), the following procedures are minimal for all schools: 1. Teachers will maintain daily attendance records for all students and report tardiness and absence information as well as suspected trancies. 2. All students' report cards will report the number of days absent from school. 3. School personnel should contact the parent/guardian/caretaker when a student is absent or when an instance of truancy from school or class is suspected. 4. A note from the parent/guardian or physician explaining the absence/tardiness of a student should be received by the school within two school days following the student's return or the absence/tardiness will be coded as unlawful. When a doctor's certificate for chronic illness is required and not provided within two school days following the student's return, the absence/tardiness will be coded as unlawful until the note is submitted.

**Students Leaving Early From School** - All students leaving prior to the regular dismissal time may only do so with prior written permission from the parent/guardian. All early dismissal students must be dismissed from the building via the school office. The parent/guardian who is seeking the early dismissal will receive the child in the main office following procedures which will include the signature of the parent/guardian or a pre-authorization letter from the parent/guardian. The parent/guardian must also provide the time and reason for early dismissal, which shall be entered on the school early dismissal log. Parents are asked to call the school if the student will be absent from a class in the virtual learning environment.

### **Monitoring Problems/Consequences of Absenteeism**

During virtual, hybrid, or traditional learning, schools have individuals assigned to monitor and address

attendance documentation and issues. The school system will be responsible for notifying parents/students of accumulated absences and possible actions as specified below. However, when the principal or his/her designee has knowledge of the student's illness, principals are advised to forward the communication to the parent with an appropriate addendum referencing the principal's knowledge of the circumstances. During the virtual and hybrid models, teachers have a designated office support hour to contact parents whose students were absent from the synchronous or asynchronous learning. Teachers are permitted to facilitate 1:1 teleconferences with students/parents to address attendance, engagement, and/or academic issues. All schools have been provided with the protocols for documenting attendance calls and teleconferences through a school log. In addition, administrators, pupil personnel workers (PPWs), school counselors, and other support staff have been tasked with contacting students who are consistently marked absent. The PPWs and the School Resource Officers are also tasked with conducting home visits to students who are habitually absent or chronically truant. Every school has a Pupil Services Team (Attendance/Discipline Team) that meets either in-person or virtually every week. The team communicates attendance issues and works to address any attendance concerns. Teleconferences and in-person conferences are coordinated to address students who are consistently marked absent.

When a student accumulates five (5) days of unlawful absences, parents/students will be notified by written communication from the school system. The case will be referred to the school attendance/discipline team which shall be composed of the principal or his/her designee, the school's pupil personnel worker and other staff members assigned by the principal. The committee may invite the student's parents to come to the school for a conference and to determine available courses of action to improve attendance. It may be feasible to hold a phone or virtual teleconference.

Should unlawful absences continue, the parent will be notified by written communication from the school system, no later than the ninth (9) day of unlawful absence. Within this written communication, the parent will be asked to schedule a conference with the school administration and or the school pupil services team.

iii. Should unlawful absences continue, the parent will be notified again by the school system in writing, no later than immediately after the twelfth (12th) day of unlawful absence. The school system will send a written communication by mail. A conference with the parent and/or the student will be held.

At the conference, the principal or designee may indicate one or more of the following outcomes as a result of the conference: 1. Establishing a probationary period with verbal agreement 2. Developing a written contract (to be signed by the parent) 3. Assigning to after-school detention 4. Assigning additional days of attendance 5. Removing school privileges 6. Restricting extracurricular activities 7. The explanation given to the parent of the criteria for, and the services provided to a student who may qualify for Home and Hospital Services, if appropriate, given the situation surrounding the student's absences. 8. Written notification to the parent will be immediately mailed to the parent, confirming the above action(s) taken iv.

When a student accumulates a total of twenty (20) absences, with at least fifteen (15) of those absences being unlawful, or ten (10) consecutive unlawful absences, the school's PPW will file charges with the State's

Attorney's Office against the parent/guardian and/or the student for nonattendance. This action will be confirmed in a letter written by the PPW to the parent/guardian. The letter will also indicate additional consequences issued by the school which may include: 1. Retention in the grade (grades K through 8). 2. For students in grades 9-12 who have accumulated a total of 15 unlawful absences, denial of high school credit for the courses in which the student is currently enrolled. Denial of credit will normally occur in June; however, a student and parent shall receive written notice of the possibility of credit loss at the time the attendance/ discipline committee makes this determination. High school credits may be denied for individual courses if there are excessive unlawful absences. ATTENDANCE POLICY FILE: JED – R5 absences.

**ATTENDANCE MOTIVATION SUGGESTIONS** - Schools may: A. Develop and utilize positive rewards for pupils with exceptional attendance records during any one grading period and/or for the school year. B. Send quarterly commendation letters to students and parents for perfect attendance and improved attendance. C. Develop school-wide incentive programs to improve attendance.

### **COVID 19 Attendance Collection and Recording- Key Considerations and Frequently Asked Questions.**

Please note this information is considered a working document by MSDE and will be updated and disseminated as needed.

**Are local school systems still required to track student attendance?** COMAR 13A.08.01.01.E requires that “A record of the daily attendance of each student” be kept in accordance with regulations of the State Board of Education and the Maryland Student Records System Manual.

**How do we maintain daily attendance when our students are not in school buildings?** Local school systems should carefully consider how their student attendance policies may be adapted to include recording daily attendance during remote learning. Local school systems should consider the needs and priorities of their systems in determining the best ways to record daily attendance. Specific attendance expectations should be communicated to stakeholders and included in the system's student attendance policy.

**How must student attendance be tracked by local school systems?** COMAR 13A.08.01.05 requires local school systems to develop a student attendance policy that includes reasons for lawful and unlawful absence as defined in COMAR 13A.08.01.03.03 and 13A.08.01.04. 04. Local school systems should ensure their attendance policies support their remote learning plan.

**What currently defines “present” or “absent”?** COMAR 13A.08.01.01.D states that “students shall be considered in attendance at school when participating in school-sponsored activities during the school day, and when that participation is approved by the local superintendent of schools or the school principal, or their designees.” The Maryland Student Records System Manual allows for a student to be counted present if engaged in activity sponsored by the school and personally supervised by school personnel. This may include authorized independent study, work-study programs, field trips, athletic events, contests, music festivals, student conventions, instruction for homebound students, and similar activities when officially authorized under policies of the local school board. Local school systems should ensure their

attendance and absence policy accommodates any changes in student location and expectations for student attendance during the period of remote learning.

**Could the local school system develop absence codes specifically for use during the COVID-19 pandemic?** Yes, a local school system may develop more granular absence codes than the codes identified in the Maryland Student Records Systems Manual. If the local school system develops additional codes, the system's student attendance policy should identify the alignment between the COMAR defined codes and the system developed codes. Academic Year 2021 as of July 17, 2020, 2 DAAIT-OOA Office of Accountability Frequently Asked Questions COVID-19 Attendance Collection and Reporting (2020-2021)

**What documentation should be retained, in anticipation of any future audits, to prove that we have been providing instruction during remote learning?** Local school systems should retain any information that may be used to prove that instruction was provided during remote learning. This could include any recorded contact with students, documentation of contact with students, receipts for distribution of materials, examples of take home work, school work or activities collected during remote learning, retired student packets, etc. Each local school system should identify the artifacts that may be used in the case of an audit.

If there are concerns regarding appropriate documentation contact MSDE Audit Office. References Annotated Code of Maryland Md. Ann. Code, Ed. Art., §2-205(o) Authority of the State Board Md. Ann. Code, Ed. Art., §7-101 Public School Attendance Md. Ann. Code, Ed. Art., §7-301 Compulsory Age of Attendance Code of Maryland Regulations (COMAR) COMAR 13A.02.06 General Financial Aid to Local School Systems COMAR 13A.02.06.02 Definitions COMAR 13A.08.01 General Regulations COMAR 13A.08.01.01 Attendance COMAR 13A.08.01.05 Student Attendance Policy COMAR 13A.08.01.03.03 Lawful Absence COMAR 13A.08.01.04. 04 Unlawful Absence COMAR 13A.08.01.07 Student Withdrawal Status COMAR 13A.08.02 Student Records Resources.

## **Operations Safety Protocols**

ACPS has the following Personal Protective Equipment (PPE) for staff and students as needed: masks, face shields, gloves, gowns, wipes, hand sanitizer, and hand soap.

## **Cleaning/Disinfecting/Sanitizing**

ACPS will follow safety procedures that are developed by MSDE in collaboration with the Maryland Department of Health and CDC Guidance to ensure that the cleaning, disinfecting, and sanitizing of all ACPS facilities will be in accordance with the CDC guidelines. Disinfectants will be EPA approved.

## **Training**

Custodial staff will receive training on COVID 19 prevention practices.

### **Disinfecting areas used by a sick person**

Response action after person suspected/confirmed to have COVID-19 have been to facility:

- Identify and close off areas visited by a person ill/suspected/confirmed of COVID-19
- Increase outside air ventilation by opening doors, windows, or ventilation fans.
- Custodial staff should clean and disinfect all areas visited by the person.
- Custodial staff should clean and disinfect all shared equipment used by the person.

### **Disinfect using products on the EPA's List N: Disinfectants for Use Against SARS-CoV-2 (COVID-19) at their recommended label rate.**

Cleaning and disinfecting products include

- a. Germicidal Neutral Cleaner
- b. Heavy-Duty Cleaner
- c. Heavy-Duty Restroom Cleaner
- d. Spray disinfectants
- e. Electrostatic sprayers

### **Process for Cleaning and Disinfecting of Building**

ACPS will follow CDC Guidelines for Cleaning and Disinfecting Public Spaces, Workplace's, Businesses, Schools, and Homes.

Personal Protective Equipment (PPE) will be provided to all custodians and other staff responsible for cleaning and disinfecting.

Disinfect using products on the EPA's List N: Disinfectants for Use Against SARS-CoV-2 (COVID-19) at their recommended label rate.

### **Process of Addressing Surfaces, Touch Points**

Hard surfaces will be cleaned daily using the following products:

- a. Germicidal Neutral Cleaner
- b. Heavy Duty Cleaner
- c. Heavy-Duty Restroom Cleaner
- d. Spray disinfectants
- e. Electrostatic sprayers

Touch points will be cleaned and disinfected during the school day/workday. Examples:

- a. Door Handles/Door knobs
- b. Countertops

- c. Bathroom Fixtures
- d. Handrails
- e. Tables/Desks

School buildings will be cleaned and disinfected each with emphasis placed on surfaces, which are frequently touched throughout the day.

### **Instructional Staff Cleaning Supplies**

Each classroom will be supplied with the following:

- a. PPE
- b. KimTech Wipers with an approved disinfectant.
- c. Spray bottle with approved disinfectant and microfiber cleaning cloths that will be replaced daily.
- d. Hand sanitizer
- e. Hand soap and paper towels where sinks are located.

The provision of these items is to make such supplies more widely available to instructional staff and is not intended as a directive to clean classrooms.

### **Shared Objects/Equipment**

- Any equipment or supplies that students share will be cleaned in-between uses.
- Staff identified to clean shared equipment/supplies will be supplied PPE and instruction on procedures for cleaning.

### **Food and Nutrition**

#### **Food Services:**

- Students will receive access to the nutrition services to which they are entitled.
- Nutritional services should be made available to students and families on any day that they are attending school.
- Food may be eaten in classrooms and/or the cafeteria. Cafeterias may be used to stage students who will be purchasing lunch at the school.
- When waiting to be served, face masks are strongly encouraged to be worn and social distancing shall be respected. Students who wear a mask to school will be socially distanced six feet from other students when eating per current guidance.
- Cash shall not be used to purchase meals.
- Have children bring their own meals as feasible, or serve individually plated meals in classrooms, if feasible, instead of in a communal dining hall or cafeteria, while ensuring the

safety of children with food allergies.

- Enforce strict handwashing with soap and water after food contact.
- Ensure there is a “do not share” food policy among students.
- Before school resumes, teachers and school leaders review food allergies and 504 plans for all children with food allergies.
- Teachers should refresh their understanding of food allergies, including symptoms of allergic reactions to food.
- Use disposable food service items (e.g., utensils, dishes). If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher. Individuals should wash their hands after removing their gloves or after directly handling used food service items.
- If food is offered at any event, have pre-packaged boxes or bags for each attendee.
- Avoid sharing food and utensils and ensure the safety of children with food allergies.

### **Full Virtual Model or Blended Virtual Learning Program**

1. Meals will be picked up at schools accordingly Monday – Friday. The sites and timeframes will be announced to parents and students.
2. Sites may be determined and communicated to parents/students.
3. Staff handing out meals while maintaining social distancing guidelines will wear
4. masks/gloves.
5. Student meal accounts will be charged per paid, reduced, or free rate.
6. Classroom rosters will be used to account for the meals.
7. Breakfast and lunch will be served to each student.

### **Hybrid Model**

1. Staff will wear masks/gloves.
2. Breakfast will be served in a bag as students arrive at school.
3. Students will be lined up per the social distancing requirements provided by the MDH.
4. Hand sanitizers will be available in each dining room.
5. Milk will be handed out to students with assistance from staff members.
6. Students will go through the line to pick up their bag/milk accordingly.
7. Barcodes or classroom rosters will be used to account for the meals per paid, reduced or free rate.
8. Payment will only be accepted before school begins in the cafeteria. Money can also be added to student accounts online through [paypams.com](http://paypams.com).
9. No ala carte items will be sold other than milk needed for those students with packed lunches that will still go through the line to purchase.
10. Students will sit in the cafeteria/classroom depending on the location.
11. Lunch will be served in a bag along with milk.
12. Lunch shifts may vary per school to include cleaning of tables between shifts.

## Quarantines

### Describes the process to communicate quarantine procedures to students, staff, and the community

The ACPS promotes health equity for all students and staff, including groups disproportionately affected by COVID-19 as some people may be at higher risk of severe illness. This includes older adults (65 years and older) and people of any age with serious underlying medical conditions. The ACPS will continue to use strategies that help prevent the spread of COVID-19 in the school setting and workplace, including those at higher risk. For example, the ACPS provides masks at school for those students who need them. The ACPS also offers vaccination clinics on school sites to make vaccination easier for families to access.

On January 19, 2022, Allegany County Public Schools began implementing new isolation and quarantine guidelines recommended by the CDC and Maryland Department of Health. Individuals positive for Covid-19 may return to school after five full days of isolation and improved symptoms. Any person positive for Covid-19 who has completed five full days of isolation, and has improved symptoms by January 19th, may return to school on that date. Improved symptoms would mean no fever for 24 hours without the use of fever reducing medication, no vomiting or diarrhea for 24 hours, and no active cough. Those returning after five days must wear a well-fitting mask that, during the next five days, can be removed only to eat. Those students participating in sports, band, or other activities where their mask must be removed will be unable to participate in those activities for an additional five days. Individuals who still have symptoms will continue to isolate until symptoms have improved. Fully vaccinated individuals, or individuals positive for Covid-19 in the past 90 days, who are a close contact to a positive person will not be required to quarantine as long as they do not have symptoms. These individuals must wear a well-fitting mask that, during the next ten days, can be removed only to eat. Those students participating in sports, band, or other activities where their mask must be removed will be unable to participate in those activities for ten days. Those age 18 and over who are eligible for a vaccination booster, must have received that booster in order to be considered fully vaccinated.

Unvaccinated, or not fully vaccinated individuals who are a close contact to a positive person may return to school if they have completed five full days of quarantine since their last exposure to the positive person, and have no symptoms. Any person quarantined due to being a close contact who has completed five full days of quarantine by January 19th, may return to school on that date. Those returning after five days must wear a well-fitting mask that, during the next five days, can be removed only to eat. Those students participating in sports, band, or other activities where their mask must be removed will be unable to participate in those activities for an additional five days.

It is recommended that individuals who are a close contact to a positive person, and who have not had Covid-19 in the past 90 days, obtain a Covid-19 test five days after their last exposure to a positive person regardless of their vaccination status.

ACPS, in collaboration with the Allegany County Health Department, follows the decision aid for Exclusion and Return for Persons with COVID-19 Symptoms and Close Contact in Childcare, Schools, and Youth Camps in making all decisions regarding quarantine. ACPS posts the decision aid and quarantine guidelines as well as other Covid related information to the ACPS website at <https://www.acpsmd.org/Page/3159>. The ACPS provides any updated guidelines or information on the website and this information is conveyed to employees and parents. A parent letter is also posted on the website.

For those students who are determined to be a close contact with a positive, or suspected positive case at school, a letter is sent home to parents. The letter contains the following additional information:

- When to seek medical care
- How to monitor for symptoms
- Who to contact and how to contact them if they develop symptoms of COVID-19 while under quarantine
- The projected length of quarantine
- Plan for the delivery of instruction to continue learning for those who remain well enough to engage in learning while under quarantine
- Information about local COVID-19 testing sites

### **Identifies the delivery of instruction to continue learning for all students in quarantine**

Teachers will use the Schoology platform to post lessons and assignments for students in quarantine. It is also highly recommended that links to instructional videos are posted on the Schoology site. The elementary teachers have access to numerous instructional videos in the area of mathematics. Secondary math teachers have access to math videos that are embedded in their curriculum. Furthermore, teachers are highly encouraged to record their direct and guided instructional components to be posted in Schoology for students in quarantine. This also acts as a resource for any student who is absent or wants to review the information at a later time. For students without connectivity who are in quarantine, local hot spots are being provided so that students can access their lessons and assignments through Schoology. Hard copies are also provided if requested. The school support team is responsible for contacting students in quarantine to determine if additional support is needed. In addition, tutoring services are available for students in quarantine as well as any student who needs this additional support.

### **Describes the process to record attendance, engage students, provide and collect assignments, record grades, and provide technical support for students in quarantine.**

The principal or school designee assigns a staff member to make daily phone calls. A “Q” code is used for any student absent due to a quarantine. The student is not marked absent. The school support team is responsible for contacting the student to provide support. Lessons, assignments, and resources are posted in Schoology. The completed assignments can be submitted through the Schoology platform. The principal and/or school designee coordinates the collection of assignments, if needed, with the office staff. The office staff is also responsible for promptly ensuring that completed assignments, if hard copies, are returned to the teachers. The district utilizes a technology help desk to answer questions and provide technical assistance to students, parents, and teachers. Students also have access to a district-wide tutoring program. The principal assigns a school coordinator who works with central office coordinators on the implementation of a tutoring program for all content areas.

### **Identifies staff that will support instruction of students who are in quarantine.**

Each school utilizes a Pupil Services Team, consisting of a school administrator, school counselor, special education facilitator, pupil personnel worker, and other support staff, i.e. specialists and intervention teachers, who meet weekly to coordinate support efforts for the students in quarantine or for students who are struggling to meet academic goals.

### **Describes protocols that will be implemented to ensure the continuity of instruction for students with service plans (IEP, 504, etc.) during the period of quarantine**

Beginning October 1, 2021, in compliance with Maryland SB300/HB714, each IEP developed or revised will contain a Learning Continuity Plan to be implemented during emergency conditions. Each team will determine, in the event of emergency conditions, if the IEP can be implemented as written, revised either through an amendment with parent consent, or a scheduled IEP team meeting.

Daily attendance will be shared with IEP Chairpersons. The IEP Chairperson will provide each special education teacher and related service providers a daily list of which students on their caseload are quarantined. If a student is placed in quarantine, their Learning Continuity Plan will be implemented. A reasonable attempt will be made to contact the parent within 10 days of the determination of the emergency condition, notifying them of the implementation of the Learning Continuity Plan, and to seek input on how to best implement the IEP during emergency conditions.

When using alternate service delivery models, ACPS will ensure that instructional materials (e.g., paper packets, recorded lessons, virtual instruction, and/or assignments posted on the learning management system) are accessible for the individual student.

Materials will be created following accessibility principles, and accommodations and supports for individual students will be provided in accordance with their IEPs and 504 plans.

If ACPS does not provide a FAPE to a student during the quarantine period, then it will consider compensatory education services to address the loss of a FAPE.

**Addendum**  
**School Childcare Guidance Memo - Dated January 6, 2022**



**DEPARTMENT OF HEALTH**  
*Dennis R. Schrader, Secretary*  
**STATE DEPARTMENT OF EDUCATION**  
*Mohammed Choudhury, Superintendent*

Memorandum

To: Local School Systems  
Nonpublic Schools  
Licensed Child Care Providers

From: Mohammed Choudhury, State Superintendent of Schools, MSDE  
Dennis R. Schrader, Secretary, MDH  
Jinlene Chan, MD, MPH, Deputy Secretary for Public Health Services, MDH

CC: Local Health Officers

Subject: Interim K-12 School and Child Care COVID-19 Isolation and Quarantine Guidance

Date: January 2022

Handwritten signatures of Mohammed Choudhury, Dennis R. Schrader, and Jinlene Chan.

In response to the recent changes in COVID-19 isolation and quarantine recommendations for the general public put forth by the Centers for Disease Control and Prevention (CDC), the Maryland Department of Health (MDH) and the Maryland State Department of Education (MSDE) are providing the following interim guidance for local school systems, nonpublic schools, and child care programs. For issues not addressed in this memo, CDC [recommendations](#) should be followed.

This interim guidance temporarily replaces the isolation and quarantine guidance in the [K-12 School and Child Care COVID-19 Guidance](#) document dated October 27, 2021. As the CDC is expected to issue specific updates to its recommendations for K-12 schools and child care programs in the near future, it should be noted that this interim guidance is subject to change.

***Persons Who Have Confirmed or Suspected COVID-19 (Isolation)***

All persons who test positive for COVID-19 or have suspected COVID-19, regardless of vaccination status, [should complete isolation](#) as follows:

- Stay home for at least 5 full days from the date of symptom onset if symptomatic or the date of the positive test if no symptoms
  - Day 1 is considered the first full day after symptoms started in symptomatic persons or the first full day after the person tested positive if asymptomatic.

- After Day 5, if the person has no symptoms or if symptoms are improved and they have had no fever for at least 24 hours without medication, they may return to school or child care **IF** they wear a well-fitting mask when around others\* for an additional 5 days.
- If the person is unable to wear a mask around others, they should remain at home for a full 10 days.

***Persons Who Are Exposed to Someone with COVID-19 (Quarantine)***

1. The following recommendations apply to:

- Adults 18 years and older who have been boosted OR completed the primary series of Pfizer within the last 5 months or Moderna vaccine within the last 6 months OR completed the primary series of J&J vaccine within the last 2 months AND they have no symptoms;
- Children 5-17 years old who have completed the Pfizer vaccine series as recommended AND they have no symptoms; and
- Persons who had confirmed COVID-19 within the last 90 days (i.e. tested positive using a viral test).

These persons do not need to quarantine after exposure but should:

- Wear a well-fitting mask around others\* for 10 days after the last close contact with the person with COVID-19 (Day 1 is considered the first full day after the date of last close contact)
- Get tested at least 5 days after the last close contact (persons who had confirmed COVID-19 within the last 90 days do not need to test).
  - If the person tests positive or develops symptoms they should stay home and follow recommendations for isolation above.
  - If the person tests negative or is unable to get a test, they should continue to wear a well-fitting mask around others\* for 10 days after the last close contact.

2. The following recommendations apply to:

- Persons of all ages who are unvaccinated; and
- Adults 18 years and older who have completed the primary series of Pfizer vaccine over 5 months ago or Moderna vaccine over 6 months ago and are not boosted OR completed the primary series of J&J over 2 months ago and are not boosted.

- These persons should quarantine after exposure as follows:
- Stay home for at least 5 days after the last close contact with the person with COVID-19 (Day 1 is considered the first full day after the date of last close contact)
- If no symptoms, get tested at least 5 days after the last close contact.
  - If the person tests negative, they may return to school or child care **IF** they wear a well-fitting mask when around others\* until 10 days after their last close contact;
  - If the person tests positive, they should follow the recommendations for isolation above;
  - If the person is unable to get a test, they may return to school or child care after Day 5 **IF** they wear a well-fitting mask when around others\* until 10 days after their last close contact.
- If the person develops symptoms they should get tested immediately and remain at home; if the test is positive, they should follow the recommendations for isolation above.
- If the person is unable to mask around others, they should remain at home for 10 days from the date of last close contact.

\*NOTE: For people who are returning either from isolation (after a positive COVID-19 test) or quarantine (after exposure), the recommendation is that masks may be removed only when eating and during naptime. Unmasked time should be minimized and physical distancing and ventilation maximized during these times. People should not be participating in any other activities unmasked.

Please note that schools and child care programs may still use the MDH modified quarantine options in the [K-12 School and Child Care COVID-19 Guidance](#) dated October 27, 2021 if they meet all of the requirements that are outlined. MDH and MSDE will provide additional updates to this guidance document and its attachments as soon as possible.

Questions about the interim guidance contained in this memo may be directed to Rachel Nurse-Baker at [rachel.nurse-baker@maryland.gov](mailto:rachel.nurse-baker@maryland.gov).

## Decision Aid Documents

### Decision Aid: Exclusion and Return for Persons with COVID-19 Symptoms and Close Contacts in Child Care, Schools, and Youth Camps

For the purposes of this decision aid, **COVID-19 symptoms** are any ONE of the following: fever of 100.4° or higher, sore throat, cough, difficulty breathing, diarrhea or vomiting, new onset of severe headache (especially with fever), or new loss of taste or smell. For persons with chronic conditions such as asthma, the symptoms should represent a change from baseline.

Exclude all persons (child, care provider, educator, other staff) with COVID-19 symptoms and recommend evaluation by a health care provider and testing for COVID-19 <sup>1</sup>	<p align="center"><b>Recommendations for the person with symptoms who is NOT FULLY VACCINATED</b></p> <p>Individuals are fully vaccinated 2 weeks after receiving either 1) both doses of a 2-dose vaccine series or 2) a single dose vaccine.</p>	<p align="center">Recommendations for asymptomatic <a href="#">close contacts</a> of the person with symptoms</p>
Person has symptoms and positive test for COVID-19 or clinical diagnosis of COVID-19	May return when it has been at least 10 days since symptoms first appeared AND no fever for at least 24 hours without fever-reducing medication AND improvement of other symptoms.	Close contacts who are fully vaccinated <sup>2</sup> OR have been infected with COVID-19 in the past 90 days do not need to quarantine. All other close contacts should follow MDH and local quarantine guidance.
Person has symptoms and negative test for COVID-19	<p>If no known exposure, may return when symptoms have improved, no fever for 24 hours without fever-reducing medication, AND applicable criteria in the <a href="#">Communicable Diseases Summary</a> have been met.</p> <p>If known exposure, may return when quarantine completed according to MDH and local guidance.</p>	Close contacts do not need to quarantine.
Person has symptoms and health care provider documents symptoms are due to a specific alternative diagnosis (ex. strep throat, otitis media, pre-existing condition such as asthma)	<p>If no known exposure, may return when symptoms have improved, no fever for at least 24 hours without fever-reducing medication, AND applicable criteria in the <a href="#">Communicable Diseases Summary</a> have been met.</p> <p>If known exposure, may return when quarantine completed according to MDH and local guidance.</p>	Close contacts do not need to quarantine.
Person has symptoms with no negative test for COVID-19 AND no specific alternative diagnosis	If no known exposure, may return when it has been at least 10 days since symptoms first appeared AND no fever for at least 24 hours without fever-reducing medication AND improvement of other symptoms.	Close contacts do not need to quarantine.
	If known exposure, may return when it has been at least 10 days since symptoms first appeared AND no fever for at least 24 hours without fever-reducing medication AND improvement of other symptoms.	Close contacts who are fully vaccinated <sup>2</sup> OR have been infected with COVID-19 in the past 90 days do not need to quarantine. All other close contacts should follow MDH and local quarantine guidance.

<sup>1</sup>For persons with symptoms who were previously infected with COVID-19 and recovered, follow [CDC guidance](#).

<sup>2</sup>Fully vaccinated persons who are exposed to someone with COVID-19 should follow [CDC guidance](#).

## Decision Aid: Exclusion and Return for Persons with COVID-19 Symptoms and Close Contacts in Child Care, Schools, and Youth Camps

For the purposes of this decision aid, **COVID-19 symptoms** are any ONE of the following: fever of 100.4° or higher, sore throat, cough, difficulty breathing, diarrhea or vomiting, new onset of severe headache (especially with fever), or new loss of taste or smell. For persons with chronic conditions such as asthma, the symptoms should represent a change from baseline.

Exclude all persons (child, care provider, educator, other staff) with COVID-19 symptoms and recommend evaluation by a health care provider and testing for COVID-19 if indicated <sup>1</sup>	<p style="text-align: center;"><b>Recommendations for the person with symptoms who is FULLY VACCINATED</b></p> <p>Individuals are fully vaccinated 2 weeks after receiving either 1) both doses of a 2-dose vaccine series or 2) a single dose vaccine.</p>	<p style="text-align: center;">Recommendations for asymptomatic <a href="#">close contacts</a> of the person with symptoms</p>
Person has symptoms and positive test for COVID-19 or clinical diagnosis of COVID-19	May return when it has been at least 10 days since symptoms first appeared AND no fever for at least 24 hours without fever-reducing medication AND improvement of other symptoms.	Close contacts who are fully vaccinated <sup>2</sup> OR have been infected with COVID-19 in the past 90 days do not need to quarantine. All other school close contacts should follow MDH and local quarantine guidance.
Person has symptoms and negative test for COVID-19	May return when symptoms have improved, no fever for 24 hours without fever-reducing medication, AND applicable criteria in the <a href="#">Communicable Diseases Summary</a> have been met.	Close contacts do not need to quarantine.
Person has symptoms and health care provider documents symptoms are due to a specific alternative diagnosis (ex. strep throat, otitis media, pre-existing condition such as asthma)	May return when symptoms have improved, no fever for at least 24 hours without fever-reducing medication, AND applicable criteria in the <a href="#">Communicable Diseases Summary</a> have been met.	Close contacts do not need to quarantine.
Person has symptoms and no negative test for COVID-19 AND no specific alternative diagnosis	If no known exposure, may return when symptoms have improved, no fever for 24 hours without fever-reducing medication, AND applicable criteria in the <a href="#">Communicable Diseases Summary</a> have been met. Person should have written health care provider assessment that COVID-19 testing is not indicated and risk of COVID-19 is low.	Close contacts do not need to quarantine.
	If known exposure, may return when it has been at least 10 days since symptoms first appeared AND no fever for at least 24 hours without fever-reducing medication AND improvement of other symptoms.	Close contacts who are fully vaccinated <sup>2</sup> OR have been infected with COVID-19 in the past 90 days do not need to quarantine. All other close contacts should follow MDH and local quarantine guidance.

<sup>1</sup>For persons with symptoms who were previously infected with COVID-19 and recovered, follow [CDC guidance](#).

<sup>2</sup>Fully vaccinated persons who are exposed to someone with COVID-19 should follow [CDC guidance](#).

## Appendix

(Please refer to the assessment information beginning on page 15 and the implementation plan on page 24.)

### Fall 2021 - Allegany County State Assessment Data Results

ACPS		Performance Level					
		Level 1		Level 2		Level 3	
Subgroup	Tested Count	Count	%	Count	%	Count	%
ELA 3	599	477	79.63%	107	17.86%	15	2.50%
ELA 4	597	470	78.73%	120	20.10%	7	1.17%
ELA 5	609	493	80.95%	99	16.26%	17	2.79%
ELA 6	589	303	51.44%	237	40.24%	49	8.32%
ELA 7	588	424	72.11%	154	26.19%	10	1.70%
ELA 8	573	448	78.18%	119	20.77%	6	1.05%
ELA 10	504	252	50.00%	190	37.70%	62	12.30%
	4059						
ACPS		Performance Level					
		Level 1		Level 2		Level 3	
Subgroup	Tested Count	Count	%	Count	%	Count	%
MATH 3	599	531	88.65%	58	9.68%	10	1.67%
MATH 4	597	493	82.58%	64	10.72%	40	6.70%
MATH 5	609	510	83.74%	64	10.51%	35	5.75%
MATH 6	587	486	82.79%	87	14.82%	14	2.39%
MATH 7	572	527	92.13%	39	6.82%	6	1.05%
MATH 8	349	342	97.99%	6	1.72%	1	0.29%
ALGEBRA 1	541	520	96.12%	14	2.59%	7	1.29%
ALGEBRA 2	199	177	88.94%	19	9.55%	3	1.51%
GEOMETRY	223	196	87.89%	22	9.87%	5	2.24%
	4276						

**ELA**

\*Elementary Reading/ELA and Student Outcome Data

Reading Grade K Fall 2021(Cohort Graduating 2034)															
Rating	Number	Gender		Race						Special Education		504		Farms	
		Male	Female	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Yes	No	Yes	No	Yes	No
Above Benchmark	60	28	31	52	*	*	*	*	*	*	55	*	60	13	47
	11.41%	11.52%	11.79%	12.50%	*	*	*	*	*	*	11.16%	*	11.41%	5.04%	17.54%
At Benchmark	53	28	23	41	*	*	*	*	*	*	50	*	53	17	36
	10.08%	11.52%	8.75%	9.86%	*	*	*	*	*	*	10.14%	*	10.08%	6.59%	13.43%
Below Benchmark	95	45	46	76	11	*	*	*	*	*	85	*	95	34	61
	18.06%	18.52%	17.49%	18.27%	23.40%	*	*	*	*	*	17.24%	*	18.06%	13.18%	22.76%
Well Below Benchmark	318	142	163	247	23	*	*	*	42	15	303	*	318	194	124
	60.46%	58.44%	61.98%	59.38%	59.47%	*	*	*	67.74%	45.45%	61.46%	*	60.46%	75.19%	46.27%
Total	526	243	263	416	47	*	*	*	62	33	493	*	526	258	268
Increase % At and	20%	18%	21%	19%	24%	--	--	--	22%	20%	20%	--	--	30%	11%
<b>Key: * = &lt; 10</b>															
Reading Grade 1 Fall 2021(Cohort Graduating 2029)															
Rating	Number	Gender		Race						Special Education		504		Farms	
		Male	Female	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Yes	No	Yes	No	Yes	No
Above Benchmark	70	30	40	57	*	*	*	*	12	*	63	*	69	33	37
	13.18%	11.03%	15.44%	13.60%	*	*	*	*	13.48%	*	13.15%	*	13.04%	10.89%	16.23%
At Benchmark	95	43	52	84	*	*	*	*	*	*	88	*	95	35	60
	17.89%	15.81%	20.08%	20.05%	*	*	*	*	*	*	18.37%	*	17.96%	11.55%	26.32%
Below Benchmark	92	44	48	74	*	*	*	*	13	*	85	*	92	50	42
	17.33%	16.18%	18.53%	17.66%	*	*	*	*	14.61%	*	17.75%	*	17.39%	16.50%	18.42%
Well Below Benchmark	274	155	119	204	13	*	*	*	57	31	243	*	273	185	89
	51.60%	56.99%	45.95%	48.69%	56.52%	*	*	*	64.04%	59.62%	50.73%	*	51.61%	61.06%	39.04%
Total	531	272	259	419	23	*	*	*	89	52	479	*	529	303	228
Outcome Goal: Increase % At and Above Benchmark combined by	20%	24%	15%	17%	29%	--	--	--	29%	24%	20%	--	--	28%	8%
<b>Key: * = &lt; 10</b>															

Reading Grade 2 Fall 2021(Cohort Graduating 2030)															
Rating	Number	Gender		Race						Special Education		504		Farms	
		Male	Female	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Yes	No	Yes	No	Yes	No
Above Benchmark	106	61	45	92	*	*	*	*	13	*	100	*	106	46	60
	18.40%	19.30%	17.31%	19.13%	*	*	*	*	18.84%	*	19.57%	*	18.47%	15.33%	21.74%
At Benchmark	107	60	47	90	*	*	*	*	13	*	101	*	107	51	56
	18.58%	18.99%	18.08%	18.71%	*	*	*	*	18.84%	*	19.77%	*	18.64%	17.00%	20.29%
Below Benchmark	74	37	37	61	*	*	*	*	*	*	70	*	74	34	40
	12.85%	11.71%	14.23%	12.68%	*	*	*	*	*	*	13.70%	*	12.89%	11.33%	14.49%
Well Below Benchmark	289	158	131	238	16	*	*	*	35	49	240	*	287	169	120
	50.17%	50.00%	50.38%	49.48%	64.00%	*	*	*	50.72%	75.38%	46.97%	*	50.00%	56.33%	43.48%
Total	576	316	260	481	25	*	*	*	69	65	511	*	574	300	276
% At and Above	20%	18%	21%	18%	40%	--	--	--	19%	38%	17%	--	--	24%	15%
<b>Key: * = &lt; 10</b>															
Reading Grade 3 Fall 2021(Cohort Graduating 2029)															
Rating	Number	Gender		Race						Special Education		504		Farms	
		Male	Female	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Yes	No	Yes	No	Yes	No
Above Benchmark	99	42	57	88	*	*	*	*	11	*	95	*	97	43	56
	17.84%	14.84%	20.96%	18.33%	*	*	*	*	20.37%	*	24.30%	*	17.57%	14.83%	21.13%
At Benchmark	142	84	58	123	*	*	*	*	14	12	130	*	142	75	67
	25.59%	29.68%	21.32%	25.63%	*	*	*	*	25.93%	17.39%	33.25%	*	25.72%	25.86%	25.28%
Below Benchmark	95	47	48	84	*	*	*	*	*	13	82	*	94	54	41
	17.12%	16.61%	17.65%	17.50%	*	*	*	*	*	18.84%	20.97%	*	17.03%	18.62%	15.47%
Well Below Benchmark	219	110	109	185	*	*	*	*	27	53	166	*	219	118	101
	39.46%	38.87%	40.07%	38.54%	*	*	*	*	50.00%	76.81%	42.46%	*	39.67%	40.69%	38.11%
Total	555	283	272	480	20	*	*	*	54	69	391	*	552	290	265
Outcome Goal: Increase % At and Above Benchmark combined by	20%	18%	21%	19%	--	--	--	--	17%	40%	5%	--	--	22%	17%
<b>Key: * = &lt; 10</b>															

Reading Grade 4 Fall 2021 (Cohort Graduating 2030)															
Rating	Number	Gender		Race						Special Education		504		Farms	
		Male	Female	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Yes	No	Yes	No	Yes	No
Advanced	41	16	25	35	*	*	*	*	*	*	37	*	40	15	26
	6.82%	5.52%	8.04%	6.69%	*	*	*	*	*	*	7.52%	*	6.73%	3.88%	12.15%
Proficient	135	53	82	125	*	*	*	*	*	*	127	*	134	62	73
	22.46%	18.28%	26.37%	23.90%	*	*	*	*	*	*	25.81%	*	22.56%	16.02%	34.11%
Basic	109	54	55	95	*	*	*	*	*	*	105	*	107	76	33
	18.14%	18.62%	17.68%	18.16%	*	*	*	*	*	*	21.34%	*	18.01%	19.64%	15.42%
Below Basic	316	167	149	268	18	*	*	*	28	93	223	*	313	234	82
	52.58%	57.59%	47.91%	51.24%	69.23%	*	*	*	59.57%	85.32%	45.33%	*	52.69%	60.47%	38.32%
Total	601	290	311	523	26	*	*	*	47	109	492	*	594	387	214
Outcome Goal: Increase % At and Above Benchmark Combined by	20%	25%	15%	18%	30%	--	--	--	28%	38%	16%	--	--	29%	3%
<b>Key: * = &lt; 10</b>															
Reading Grade 5 Fall 2021 (Cohort Graduating 2029)															
Rating	Number	Gender		Race						Special Education		504		Farms	
		Male	Female	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Yes	No	Yes	No	Yes	No
Above	69	33	36	60	*	*	*	*	*	*	65	*	69	33	36
	11.50%	10.78%	12.24%	11.41%	*	*	*	*	*	*	12.90%	*	11.58%	8.44%	17.22%
Proficient	151	75	76	137	*	*	*	*	*	*	143	*	147	86	65
	25.17%	24.51%	25.85%	26.05%	*	*	*	*	*	*	28.37%	*	24.66%	21.99%	31.10%
Basic	159	70	89	143	*	*	*	*	12	*	149	*	159	98	61
	26.50%	22.88%	30.27%	27.19%	*	*	*	*	25.00%	*	29.56%	*	26.68%	25.06%	29.19%
Below Basic	221	128	93	186	13	*	*	*	22	74	147	*	221	174	47
	36.83%	41.83%	31.63%	35.36%	56.52%	*	*	*	45.83%	77.08%	29.17%	*	37.08%	44.50%	22.49%
Total	600	306	294	526	23	*	*	*	48	96	504	*	596	391	209
Outcome Goal: Increase % At and Above Benchmark Combined by	15%	16%	13%	14%	25%	---	---	---	22%	39%	10%	--	--	21%	3%
<b>Key: * = &lt; 10</b>															

Secondary Reading/ELA and Outcome Data

Grade 6 Fall 2021 (Cohort Graduating 2028)														
Rating	Number	Gender			Race						Special		504	
		Male	Female	Unspecified	White	Black	Asian	Nat Hawaiian Pacific Is	Indian or Alaska Nat	Two or more races	Yes	No	Yes	No
<b>Advanced</b>	115	70	44	1	102	0	2	0	0	11	8	107	0	115
	19.07%	22.15%	15.38%	100.00%	19.17%	0.00%	33.33%	0.00%	0.00%	23.91%	8.08%	21.23%	0.00%	19.20%
<b>Proficient</b>	107	43	64	0	98	4	2	0	0	3	3	104	1	106
	17.74%	13.61%	22.38%	0.00%	18.42%	23.53%	33.33%	0.00%	0.00%	6.52%	3.03%	20.63%	25.00%	17.70%
<b>Basic</b>	195	100	95	0	174	6	2	0	0	13	18	177	0	195
	32.34%	31.65%	33.22%	0.00%	32.71%	35.29%	33.33%	0.00%	0.00%	28.26%	18.18%	35.12%	0.00%	32.55%
<b>Below Basic</b>	186	103	83	0	158	7	0	0	2	19	70	116	3	183
	30.85%	32.59%	29.02%	0.00%	29.70%	41.18%	0.00%	0.00%	100.00%	41.30%	70.71%	23.02%	75.00%	30.55%
	603	316	286	1	532	17	6	0	2	46	99	504	4	599
End of Year Target Increase % at Proficient & Advanced combined to 50% (no subgroup increase greater than 20%)	14%	15%	13%	*	13%	20%	*	*	*	20%	20%	10%	*	14%
<b>Key: * = &lt; 10</b>														
Grade 7 Fall 2021 (Cohort Graduating 2027)														
Rating	Number	Gender			Race						Special		504	
		Male	Female		White	Black	Asian	Nat Hawaiian Pacific Is	Indian or Alaska Nat	Two or more races	Yes	No	Yes	No
<b>Advanced</b>	116	65	51		106	3	2	0	0	5	8	108	4	112
	19.53%	19.40%	19.69%		19.92%	21.43%	33.33%	0.00%	0.00%	13.16%	9.09%	21.34%	18.18%	19.61%
<b>Proficient</b>	113	53	60		104	1	2	1	2	3	8	105	5	108
	19.02%	15.82%	23.17%		19.55%	7.14%	33.33%	100.00%	66.67%	7.89%	9.09%	20.75%	22.73%	18.91%
<b>Basic</b>	177	96	81		158	4	2	0	1	12	15	162	8	169
	29.80%	28.66%	31.27%		29.70%	28.57%	33.33%	0.00%	33.33%	31.58%	17.05%	32.02%	36.36%	29.60%
<b>Below Basic</b>	188	121	67		164	6	0	0	0	18	57	131	5	182
	31.65%	36.12%	25.87%		30.83%	42.86%	0.00%	0.00%	0.00%	47.37%	64.77%	25.89%	22.73%	31.87%
	594	335	259		532	14	6	1	3	38	88	506	22	571

End of Year Target Increase % at Proficient & Advanced combined to 50% (no subgroup increase greater than 20%)	12%	15%	10%		11%	20%	*	*	*	20%	20%	10%	9%	12%
<b>Key: * = &lt; 10</b>														
Grade 8 Fall 2021 (Cohort Graduating 2026)														
Rating	Number	Gender			Race					Special		504		
		Male	Female		White	Black	Asian	Nat Hawaiian Pacific Is	Indian or Alaska Nat	Two or more races	Yes	No	Yes	No
<b>Advanced</b>	134	64	70		120	4	4	0	0	6	6	128	4	130
	22.75%	21.77%	23.73%		23.08%	17.39%	66.67%	0.00%	0.00%	16.67%	8.82%	24.57%	50.00%	22.38%
<b>Proficient</b>	147	67	80		136	3	0	0	0	8	5	142	2	145
	24.96%	22.79%	27.12%		26.15%	13.04%	0.00%	0.00%	0.00%	22.22%	7.35%	27.26%	25.00%	24.96%
<b>Basic</b>	156	69	87		134	10	1	1	2	8	11	142	2	154
	26.49%	23.47%	29.49%		25.77%	43.48%	16.67%	100.00%	66.67%	22.22%	16.18%	27.26%	25.00%	26.51%
<b>Below Basic</b>	152	94	58		130	6	1	0	1	14	46	109	0	152
	25.81%	31.97%	19.66%		25.00%	26.09%	16.67%	0.00%	33.33%	38.89%	67.65%	20.92%	0.00%	26.16%
	589	294	295		520	23	6	1	3	36	68	521	8	581
End of Year Target-- Increase % for Proficient & Advanced Combined to 60% (No subgroup increase greater than 20%)	13%	16%	10%		11%	20%	*	*	*	20%	20%	9%	*	13%
<b>Key: * = &lt; 10</b>														
Grade 9 Fall 2021 (Cohort Graduating 2025)														
Rating	Number	Gender			Race					Special		504		

		Male	Female		White	Black	Asian	Nat Hawaiian Pacific Is	Indian or Alaska Nat	Two or more races	Yes	No	Yes	No
<b>Above</b>	37	9	28		35	0	1	0	0	1	1	36	1	36
	6.32%	3.00%	9.82%		6.67%	0.00%	16.67%	0.00%	0.00%	2.56%	2.22%	6.67%	11.11%	6.25%
<b>On</b>	306	145	161		272	6	5	1	0	22	8	298	5	301
	52.31%	48.33%	56.49%		51.81%	46.15%	83.33%	50.00%	0.00%	56.41%	17.78%	55.19%	55.56%	52.26%
<b>Below</b>	242	146	96		218	7	0	1	0	16	36	206	3	239
	41.37%	48.67%	33.68%		41.52%	53.85%	0.00%	50.00%	0.00%	41.03%	80.00%	38.15%	33.33%	41.49%
	585	300	285		525	13	6	2	0	39	45	540	9	576
End of Year Target Increase % at Proficient & Advanced combined to 70%(no subgroup	12%	18%	4%		12%	20%	*	*	*	11%	20%	9%	*	12%
<b>Key: * = &lt; 10</b>														
Reading Grade 10 Fall 2021 (Cohort Graduating 2024)														
Rating	Number	Gender			Race						Special		504	
		Male	Female		White	Black	Asian	Nat Hawaiian Pacific Is	Indian or Alaska Nat	Two or more races	Yes	No	Yes	No
<b>Above</b>	31	15	16		30	0	0	0	0	1	1	30	0	31
	5.40%	4.69%	6.30%		5.86%	0.00%	0.00%	0.00%	0.00%	3.03%	1.85%	5.77%	0.00%	5.59%
<b>On</b>	268	135	133		246	6	5	0	0	11	2	266	9	259
	46.69%	42.19%	52.36%		48.05%	27.27%	83.33%	0.00%	0.00%	33.33%	3.70%	51.15%	47.37%	46.67%
<b>Below</b>	275	170	105		236	16	1	1	0	21	51	224	10	265
	47.91%	53.13%	41.34%		46.09%	72.73%	16.67%	100.00%	0.00%	63.64%	94.44%	43.08%	52.63%	47.75%
	574	320	254		512	22	6	1	0	33	54	520	19	555
End of Year Target-- Increase % for Proficient & Advanced Combined to 70% (no subgroup	18%	20%	12%		16%	20%	*	*	*	20%	20%	14%	20%	18%
<b>Key: * = &lt; 10</b>														

**Gifted and Talented**

Data charts are not available at this time, but will be added as soon as they are completed.

**Math**

\*Elementary Math and Outcome Data

ACPS- Elementary Math - Grades K-5 - Fall 2021											
Rating	Number	Gender		Race				Economically Disadvantaged		Special Education	
		Male	Female	White	Black	Two or More Races	Not Reported	Yes	No	Yes	No
Advanced	89	50	37	83	1	3	2	14	73	4	74
	2.69%	2.97%	2.28%	2.88%	0.72%	1.10%	25.00%	1.21%	3.39%	0.84%	2.77%
Proficient	241	131	104	217	8	10	6	59	176	10	209
	7.30%	7.79%	6.42%	7.53%	5.76%	3.66%	75.00%	5.12%	8.18%	2.09%	7.84%
Basic	1,806	905	906	1605	64	137	0	615	1196	152	1534
	54.68%	53.80%	55.89%	55.67%	46.04%	50.18%	0	53.39%	55.60%	31.73%	57.54%
Below Basic	1,167	596	574	978	66	123	0	464	706	313	849
	35.33%	35.43%	35.41%	33.92%	47.48%	45.05%	0	40.28%	32.82%	65.34%	31.85%
	3,303	1,682	1,621	2,883	139	273	8	1,152	2,151	479	2666
End of Year Target Increase % Advanced and Proficient combined	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%		20.00%	20.00%	20.00%	20.00%

Secondary Math and Outcome Data

ACPS Grade 6 Mathematics Fall 2021 (Cohort Graduating 2028)													
Rating	Number	Gender		Race						Special		504	
		Male	Female	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Yes	No	Yes	No
<b>Advanced</b>	12	10	*	*	*	*	*	*	*	*	11	*	12
	2.23%	3.58%	*	1.66%	*	*	*	*	*	*	2.47%	*	2.25%
<b>Proficient</b>	39	25	14	38	*	*	*	*	*	*	38	*	39
	7.26%	8.96%	5.47%	7.88%	*	*	*	*	*	*	8.52%	*	7.30%
<b>Basic</b>	118	68	49	107	*	*	*	*	*	10	108	*	118
	21.97%	24.37%	19.14%	22.20%	*	*	*	*	*	11.11%	24.22%	*	22.10%
<b>Below Basic</b>	368	176	191	329	10	*	*	*	27	78	289	*	365
	68.53%	63.08%	74.61%	68.26%	90.91%	*	*	*	75.00%	86.67%	64.80%	*	68.35%
	537	279	256	482	11	6	0	2	36	90	446	3	534
End of Year Target Increase % at Proficient & Advanced combined by	20%	20%	20%	25%	10%				10%	10%	25%		20%
ACPS Grade 7 Mathematics Fall 2021 (Cohort Graduating 2027)													
Rating	Number	Gender		Race						Special		504	
		Male	Female	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Yes	No	Yes	No
<b>Advanced</b>	15	*	*	13	*	*	*	*	*	*	14	*	15
	2.71%	*	*	2.61%	*	*	*	*	*	*	2.98%	*	2.82%
<b>Proficient</b>	26	15	11	22	*	*	*	*	*	*	25	*	24
	4.69%	4.85%	4.49%	4.41%	*	*	*	*	*	*	5.32%	*	4.51%
<b>Basic</b>	134	74	60	123	*	*	*	*	*	*	128	*	129
	24.19%	23.95%	24.49%	24.65%	*	*	*	*	*	*	27.23%	*	24.25%
<b>Below Basic</b>	379	211	168	341	10	*	*	*	26	75	303	14	364
	68.41%	68.28%	68.57%	68.34%	76.92%	*	*	*	76.47%	90.36%	64.47%	66.67%	68.42%
	554	309	245	499	13	5	0	3	34	83	470	21	532
Target	20%	20%	20%	25%	10%				10%	10%	25%	10%	20%

ACPS Grade 8 Mathematics Fall 2021 (Cohort Graduating 2026)														
Rating	Number	Gender		Race						Special		504		
		Male	Female	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Yes	No	Yes	No	
<b>Advanced</b>	15	*	*	15	*	*	*	*	*	*	*	15	*	15
	2.65%	*	*	3.00%	*	*	*	*	*	*	*	3.01%	*	2.69%
<b>Proficient</b>	57	30	27	52	*	*	*	*	*	*	*	55	*	56
	10.09%	10.53%	9.64%	10.40%	*	*	*	*	*	*	*	11.04%	*	10.05%
<b>Basic</b>	138	65	73	122	*	*	*	*	*	*	*	133	*	134
	24.42%	22.81%	26.07%	24.40%	*	*	*	*	*	*	*	26.71%	*	24.06%
<b>Below Basic</b>	355	184	171	311	*	*	*	*	24	60	295	*	352	
	62.83%	64.56%	61.07%	62.20%	72.73%	*	*	*	70.59%	90.91%	59.24%	*	63.20%	
	565	285	280	500	22	5	1	3	34	66	498	8	557	
End of Year Target Increase % at Proficient & Advanced combined by	20%	20%	20%	25%	10%				10%	10%	25%		20%	
Middle School: Algebra 1 - Fall 2021														
Rating	Number	Gender		Race						Special		504		
		Male	Female	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Yes	No	Yes	No	
<b>Advanced</b>	15	*	*	13	*	*	*	*	*	*	15	*	15	
	6.36%	*	*	6.05%	*	*	*	*	*	*	6.76%	*	6.49%	
<b>Proficient</b>	73	42	31	70	*	*	*	*	*	*	69	*	71	
	30.93%	37.84%	24.80%	32.56%	*	*	*	*	*	*	31.08%	*	30.74%	
<b>Basic</b>	85	39	46	73	*	*	*	*	*	*	77	*	83	
	36.02%	35.14%	36.80%	33.95%	*	*	*	*	*	*	34.68%	*	35.93%	
<b>Below Basic</b>	63	21	42	59	*	*	*	*	*	*	61	*	62	
	26.69%	18.92%	33.60%	27.44%	*	*	*	*	*	*	27.48%	*	26.84%	
	236	111	125	215	8	4	0	1	8	13	222	5	231	

End of Year Target Increase % at Proficient & Advanced combined by	20%	20%	20%	25%							25%		20%
ACPS Algebra 1 and Integrated Algebra - Grades 9 and 10 - Fall 2021													
Rating	Number	Gender		Race						Special		504	
		Male	Female	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Yes	No	Yes	No
Advanced	30	16	14	29	*	*	*	*	*	*	28	*	28
	5.84%	5.30%	6.60%	6.40%	*	*	*	*	*	*	6.54%	*	5.60%
Proficient	78	40	38	68	*	*	*	*	*	*	69	*	74
	15.18%	13.25%	17.92%	15.01%	*	*	*	*	*	*	16.12%	*	14.80%
Basic	145	85	60	133	*	*	*	*	*	27	118	*	141
	28.21%	28.15%	28.30%	29.36%	*	*	*	*	*	31.40%	27.57%	*	28.20%
Below Basic	261	161	100	223	12	*	*	*	25	48	213	*	257
	50.78%	53.31%	47.17%	49.23%	52.17%	*	*	*	69.44%	55.81%	49.77%	*	51.40%
	514	302	212	453	23	*	*	*	36	86	428	14	500
End of Year Target Increase % at Proficient & Advanced combined by	20%	20%	20%	25%	10%				10%	10%	20%		20%
<b>Key: * = &lt; 10</b>													

## Science

\*Elementary Science

Data charts are not available at this time.

\*Secondary Science

Science Fall 2021 Total - All Middle Schools													
Rating	Number	Gender		Race						Special Education		504	
		Male	Female	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Yes	No	Yes	No
Above	1312	661	650	1218	38	16	*	*	70	164	1148	28	1257
%	72.33%	69.29%	75.67%	76.22%	65.52%	88.89%	**	**	58.82%	63.08%	73.87%	77.78%	72.03%
On	357	204	153	276	10	*	*	*	34	67	290	*	346
%	19.68%	21.38%	17.81%	17.27%	17.24%	**	**	**	28.57%	25.77%	18.66%	**	19.83%
Below	145	89	56	104	10	*	*	*	15	29	116	*	142
%	7.99%	9.33%	6.52%	6.51%	17.24%	**	**	**	12.61%	11.15%	7.46%	**	8.14%
<b>Total</b>	<b>1814</b>	<b>954</b>	<b>859</b>	<b>1598</b>	<b>58</b>	<b>18</b>	<b>*</b>	<b>*</b>	<b>119</b>	<b>260</b>	<b>1554</b>	<b>36</b>	<b>1745</b>
6th Grade													
Rating	Number	Gender		Race						Special Education		504	
		Male	Female	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Yes	No	Yes	No
Above	480	250	229	426	13	*	*	*	34	66	414	*	451
%	77.54%	77.40%	77.63%	78.02%	76.47%	**	**	**	73.91%	68.75%	79.16%	**	77.49%
On	125	66	59	108	*	*	*	*	12	29	96	*	118
%	20.19%	20.43%	20.00%	19.78%	**	**	**	**	26.09%	30.21%	18.36%	**	20.27%
Below	14	*	*	12	*	*	*	*	*	*	13	*	13
%	2.26%	**	**	2.20%	**	**	**	**	**	**	2.49%	**	2.23%
<b>Total</b>	<b>619</b>	<b>323</b>	<b>295</b>	<b>546</b>	<b>17</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>46</b>	<b>96</b>	<b>523</b>	<b>*</b>	<b>582</b>
7th Grade													
Rating	Number	Gender		Race						Special Education		504	
		Male	Female	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Yes	No	Yes	No
Above	401	208	193	400	11	*	*	*	18	45	356	18	383
%	66.39%	61.54%	72.56%	75.90%	52.38%	**	**	**	50.00%	51.72%	68.86%	78.26%	65.92%
On	145	91	54	93	*	*	*	*	14	25	120	*	142
%	24.01%	26.92%	20.30%	17.65%	**	**	**	**	38.89%	28.74%	23.21%	**	24.44%
Below	58	39	19	34	*	*	*	*	*	17	41	*	56
%	9.60%	11.54%	7.14%	6.45%	**	**	**	**	**	19.54%	7.93%	**	9.64%
<b>Total</b>	<b>604</b>	<b>338</b>	<b>266</b>	<b>527</b>	<b>21</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>36</b>	<b>87</b>	<b>517</b>	<b>23</b>	<b>581</b>

8th Grade													
Rating	Number	Gender		Race						Special Education		504	
		Male	Female	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Yes	No	Yes	No
Above	431	203	228	392	14	*	*	*	18	53	378	*	423
%	72.93%	69.28%	76.51%	74.67%	70.00%	**	**	**	48.65%	68.83%	73.54%	**	72.68%
On	87	47	40	75	*	*	*	*	13	74	*	86	
%	14.72%	16.04%	13.42%	14.29%	**	**	**	**	16.88%	14.40%	**	14.78%	
Below	73	43	30	58	*	*	*	11	11	62	*	73	
%	12.35%	14.68%	10.07%	11.05%	**	**	**	29.73%	14.29%	12.06%	**	12.54%	
Total	591	293	298	525	20	*	*	*	37	77	514	*	582

Mastery		
Key	0% to 59%	Below average
	60% to 79%	On grade level
	> 80%	Above average
*	<10 in a sub/category	
**	Associated with <10 in a sub/category	

Science Fall 2021 Total - All High Schools													
Rating	Number	Gender		Race						Special Education		504	
		Male	Female	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Yes	No	Yes	No
Above	944	484	523	919	17	12	*	*	57	71	940	19	990
%	55.96%	52.27%	65.62%	60.22%	26.98%	66.67%	**	**	51.35%	42.51%	60.22%	42.22%	59.21%
On	476	296	185	418	19	*	*	*	36	57	425	22	455
%	28.22%	31.97%	23.21%	27.39%	30.16%	**	**	**	32.43%	34.13%	27.23%	48.89%	27.21%
Below	267	146	89	189	27	*	*	*	18	39	196	*	227
%	15.83%	15.77%	11.17%	12.39%	42.86%	**	**	**	16.22%	23.35%	12.56%	**	13.58%
Total	1687	926	797	1526	63	18	*	*	111	167	1561	45	1672
ESS													
Rating	Number	Gender		Race						Special Education		504	
		Male	Female	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Yes	No	Yes	No
Above	284	185	163	315	*	*	*	*	24	29	318	*	341
%	53.48%	53.78%	66.80%	60.11%	**	**	**	**	61.54%	44.62%	60.80%	**	59.20%
On	158	111	53	148	*	*	*	*	*	23	142	*	159
%	29.76%	32.27%	21.72%	28.24%	**	**	**	**	**	35.38%	27.15%	**	27.60%
Below	89	48	28	61	*	*	*	*	*	13	63	*	76
%	16.76%	13.95%	11.48%	11.64%	**	**	**	**	**	20.00%	12.05%	**	13.19%
Total	531	344	244	524	22	*	*	*	39	65	523	12	576
Bio													
Rating	Number	Gender		Race						Special Education		504	
		Male	Female	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Yes	No	Yes	No
Above	331	153	177	298	*	*	*	*	20	26	309	*	326
%	55.72%	50.50%	65.56%	59.84%	**	**	**	**	45.45%	44.07%	59.54%	**	58.42%
On	149	88	60	121	*	*	*	*	16	18	130	*	139
%	25.08%	29.04%	22.22%	24.30%	**	**	**	**	36.36%	30.51%	25.05%	**	24.91%
Below	114	62	33	79	*	*	*	*	*	15	80	*	93
%	19.19%	20.46%	12.22%	15.86%	**	**	**	**	**	25.42%	15.41%	**	16.67%
Total	594	303	270	498	21	*	*	*	44	59	519	20	558
Chem													
Rating	Number	Gender		Race						Special Education		504	
		Male	Female	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Yes	No	Yes	No

Above	329	146	183	306	*	*	*	*	13	16	313	*	323
%	58.54%	52.33%	64.66%	60.71%	**	**	**	**	46.43%	37.21%	60.31%	**	60.04%
On	169	97	72	149	*	*	*	*	11	16	153	*	157
%	30.07%	34.77%	25.44%	29.56%	**	**	**	**	39.29%	37.21%	29.48%	**	29.18%
Below	64	36	28	49	10	*	*	*	*	11	53	*	58
%	11.39%	12.90%	9.89%	9.72%	50.00%	**	**	**	**	25.58%	10.21%	**	10.78%
Total	562	279	283	504	20	*	*	*	28	43	519	13	538

Mastery			
Key	0% to 59%	Below Average	
	60% to 79%	On grade level	
	> 80%	Above average	
*	<10 in a sub/category		
**	Associated with <10 in a sub/category		

Secondary Science Outcome Data

Grade	Projected Student Outcome
	Achievement in the chart below is based on course grades. Not reaching achievement was having an average below 60% in a course. 60% to 79% are considered on grade level and 50% to 100% is above grade level.
6th Grade	ABOVE GRADE LEVEL - The Q1 averages for 6th grade science students being above grade level were as follows: for White students - 78.02%, for Black students - 76.47%, and for students that are two or more races - 73.91%. By the end of the school year (Q4), the gap between White students and Black students (1.5% gap) will be reduced by 0.5% or more. By the end of the school year (Q4), the gap between White students and students that are two or more races (4% gap) will be reduced by 2% or more.
	ON GRADE LEVEL - The Q1 averages for 6th grade science students being on grade level were as follows: for White students - 19.78%, and for students that are two or more races - 26.09%. By the end of the school year (Q4), the gap between White students and students that are two or more races (7% gap) will be reduced by 3% or more.
	BELOW GRADE LEVEL - Not enough Data to compare.
	SPECIAL EDUCATION - The percentage of non-Special Education was 97.5% and the percentage of Special Education students on grade level or above was 95%. By the end of the school year (Q4), the gap between Special Education students and non-Special Education students (2.5% gap) will be reduced by 1% or more.
	504 - Not enough Data to compare.
7th Grade	ABOVE GRADE LEVEL - The Q1 averages for 7th grade science students being above grade level were as follows: for White students - 75.90%, for Black students - 52.38%, and for students that are two or more races - 50.00%. By the end of the school year (Q4), the gap between White students and Black students (23.5% gap) will be reduced by 5% gap or more. By the end of the school year (Q4), the gap between White students and students that are two or more races (25.9% gap) will be reduced by 5% or more.
	ON GRADE LEVEL - The Q1 averages for 7th grade science students being on grade level were as follows: for White students - 17.65%, and for students that are two or more races - 38.89%. By the end of the school year (Q4), the gap between White students and students that are two or more races (21.24% gap) will be reduced by 5% or more.
	BELOW GRADE LEVEL - Not enough Data to report
	SPECIAL EDUCATION - The percentage of non-Special Education was 92% and the percentage of Special Education students on grade level or above was 80.5%. By the end of the school year (Q4), the gap between Special Education students and non-Special Education students (11.5% gap) will be reduced by 5% or more.
	504 - Not enough Data to report
8th Grade	ABOVE GRADE LEVEL - The Q1 averages for 8th grade science students being above grade level were as follows: for White students - 74.67%, for Black students - 70%, and for students that are two or more races - 48.65%. By the end of the school year (Q4), the gap between White students and Black students (4.67% gap) will be reduced by 2% gap or more. By the end of the school year (Q4), the gap between White students and students that are two or more races (26% gap) will be reduced by 5% or more.
	ON GRADE LEVEL - Not enough Data to compare.
	BELOW GRADE LEVEL - The Q1 averages for 8th grade science students being below grade level were as follows: for White students - 11.05%, and for students that are two or more races - 29.73%. By the end of the school year (Q4), the gap between White students and students that are two or more races (18.68% gap) will be reduced by 5% or more.
	SPECIAL EDUCATION - The percentage of non-Special Education was 87.9% and the percentage of Special Education students on grade level or above was 85.7%. By the end of the school year (Q4), the gap between Special Education students and non-Special Education students (4.2% gap) will be reduced by 2% or more.
	504 - Not enough Data to compare.
	ABOVE GRADE LEVEL - The Q1 averages for ESS science students being above grade level were as follows: for White students - 49.25%, for Black students - 38.71%, and for students that are two or more races - 41.67%. By the end of the school year (Q4), the gap between White students and Black students (10.54% gap) will be reduced by 4% or more. By the end of the school year (Q4), the gap between White students and students that are two or more races (7.58% gap) will be reduced by 3% or more.
	ON GRADE LEVEL - The rates between white students and two or more races are essentially equivalent. Not enough Data to compare.

ESS	BELOW GRADE LEVEL - The Q1 averages for ESS science students being below grade level were as follows: for White students - 27.80%, for Black students - 41.94%, and for students that are two or more races - 35.42%. By the end of the school year (Q4), the gap between White students and Black students (14.14% gap) will be reduced by 4% or more. By the end of the school year (Q4), the gap between White students and students that are two or more races (7.62% gap) will be reduced by 3% or more.
	SPECIAL EDUCATION - The percentage of non-Special Education was 70% and the percentage of Special Education students on grade level or above was 75.5%. Currently, the number of Special Education students on or above grade level in ESS exceeds the number of non-Special Education students.
	504 - Not enough Data to compare.
BIO	ABOVE GRADE LEVEL - The Q1 averages for Biology science students being above grade level were as follows: for White students - 57.19%, and for students that are two or more races - 54.55%. By the end of the school year (Q4), the gap between White students and Two or more race students (2.64% gap) will be reduced by 1.5% or more.
	ON GRADE LEVEL - Not enough Data to compare.
	BELOW GRADE LEVEL - Not enough Data to compare.
	SPECIAL EDUCATION - The percentage of non-Special Education was 80.4% and the percentage of Special Education students on grade level or above was 71.1%. By the end of the school year (Q4), the gap between Special Education students and non- Special Education students (9.3% gap) will be reduced by 3% or more.
	504 - Not enough Data to compare.
CHEM	ABOVE GRADE LEVEL - The Q1 averages for Chemistry science students being above grade level were as follows: for White students - 52.85%, for Black students - 45.45%, and for students that are two or more races - 47.06%. By the end of the school year (Q4), the gap between White students and Black students (7.4% gap) will be reduced by 3% or more. By the end of the school year (Q4), the gap between White students and students that are two or more races (5.79% gap) will be reduced by 2% or more.
	ON GRADE LEVEL - Not enough Data to compare.
	BELOW GRADE LEVEL - Not enough Data to compare.
	SPECIAL EDUCATION - The percentage of non-Special Education was 81.9% and the percentage of Special Education students on grade level or above was 61.9%. By the end of the school year (Q4), the gap between Special Education students and non- Special Education students (20% gap) will be reduced by 5% or more.
	504 - Not enough Data to compare.

**SEL**

Data charts are not available at this time.

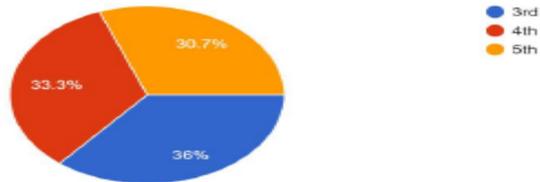
## Social Studies

### \*Elementary Social Studies

#### Primary Source Feedback – 1<sup>st</sup> Quarter (Elementary)

What grade do you teach?

75 responses



What did students struggle with the most when analyzing the primary source document (main weakness)?

74 responses



How are you going to address this weakness moving forward?

- Provide more examples of primary sources and practice analyzing them. Also, expose students to more historical documents and sources.
- I will use more primary source documents in class to address this weakness.
- I will use more historical documents and pictures to guide students.
- My hopes are to incorporate more historical documents for future references.
- I will break the documents into smaller sections.

- My class has had very few experiences analyzing pictures. We will need to do more of these in the future.
- We will use more historical documents and discuss the parts of the documents.
- I am going to display and discuss more historical documents with the class to address the gaps.
- Using question and answer responses to check their comprehension
- Moving forward we are going to have to provide students with many more chances to analyze primary source documents. We will have to move from concrete observations and facts to questioning and making inferences about the materials. In the future we need to provide students with time to explain their ideas and hear others interpretations. Careful selection of appropriate primary source document related to our curriculum standards and student age should be considered.
- I will find other historical photos and analyze them.
- Primary source documents can be found for many topics in Social Studies so I will try to use more of them and practice more on making general observations. Sometimes the students think the most direct answer is often wrong because it seems too easy.
- Students need time to just look, read, and observe before analyzing. This document was also very difficult to read.
- I would like to incorporate more primary sources to my lessons whenever possible
- Students generally struggled with the context of the document and why it took place, but this seemed to be a gap in historical knowledge, not a lack of knowledge in interpreting the painting. Moving forward, I will utilize out timeline in our classroom on a weekly basis to gain a sense of history and time lapse.
- They need background knowledge of the subject to analyze.
- We will continue to analyze photographs from history and discuss the questions that were mentioned on the "Analyze a Photograph" worksheet.
- I need to do more with documents and discussing the pictures.
- My students did not have the background to understand this portrait. We will be covering this later in the year so next time I would use it when its purpose is attached to our content

\*Secondary Social Studies

Braddock (1ct) - 590 students										
Grade	Overall Average	Special Ed.	Males	Females	White	Black	2 or more Races	Asian	American Indian	Pacific Islander
5	(187) 87.86	(32) 84.62	(104) 85.33	(83) 89.34	(156) 89.42	"	(19) 83.24	"	N/A	N/A
7	(196) 83.14	(26) 80.72	(117) 80.90	(79) 88.13	(176) 83.18	"	(10) 77.51	"	"	N/A
8	(207) 83.79	(26) 85.92	(100) 81.68	(107) 85.03	(171) 84.84	(13) 84.29	(22) 74.90	"	N/A	N/A
Mount Savage (1ct) - 400 students										
Grade	Overall Average	Special Ed.	Males	Females	White	Black	2 or more Races	Asian	American Indian	Pacific Islander
5	(143) 86.67	(20) 80.02	(70) 87.09	(73) 86.27	(134) 85.81	"	"	"	"	N/A
7	(127) 86.22	(13) 89.40	(71) 84.00	(56) 89.09	(117) 85.90	"	"	"	N/A	N/A
8	(130) 85.63	"	(65) 82.48	(65) 88.77	(124) 85.76	"	"	"	"	N/A
Washington (1ct) - 801 students										
Grade	Overall Average	Special Ed.	Males	Females	White	Black	2 or more Races	Asian	American Indian	Pacific Islander
5	(208) 89.92	(33) 85.06	(109) 90.22	(99) 89.59	(182) 90.66	"	(19) 83.72	"	N/A	N/A
7	(197) 80.55	(33) 65.60	(109) 78.83	(88) 82.67	(169) 81.86	"	(17) 73.84	N/A	"	N/A
8	(196) 84.95	(23) 78.62	(94) 81.29	(102) 88.33	(165) 84.40	"	(17) 85.10	"	N/A	"
Westmar (1ct) - 228 students										
Grade	Overall Average	Special Ed.	Males	Females	White	Black	2 or more Races	Asian	American Indian	Pacific Islander
5	(71) 90.25	(14) 89.53	(39) 90.44	(32) 90.02	(67) 90.08	"	"	N/A	N/A	N/A
7	(86) 87.65	(15) 84.28	(42) 84.61	(44) 90.54	(82) 87.45	N/A	"	N/A	N/A	N/A
8	(72) 81.57	"	(37) 78.50	(35) 84.81	(70) 81.52	N/A	"	N/A	"	N/A
Allegany (1ct) - 614 students										
Subject	Overall Average	Special Ed.	Males	Females	White	Black	2 or more Races	Asian	American Indian	Pacific Islander
Government	(132) 72.77	(17) 56.22	(82) 71.68	(48) 74.60	(109) 72.94	(10) 65.57	(11) 75.58	"	N/A	"
Honors Government	(66) 89.67	N/A	(27) 89.07	(39) 90.09	(57) 90.92	"	"	N/A	N/A	N/A
World History	(108) 65.00	(17) 51.99	(65) 64.47	(43) 65.80	(90) 64.79	"	"	"	N/A	"
Honors World History	(91) 91.46	"	(47) 92.54	(44) 90.31	(76) 91.69	"	"	"	N/A	N/A
U.S. History II	(67) 76.07	(10) 68.38	(34) 82.68	(33) 69.26	(68) 76.32	"	"	"	"	N/A
Honors U.S. History II	(50) 89.08	"	(23) 89.74	(27) 88.52	(44) 88.98	"	"	"	N/A	N/A
Fort Hill (1ct) - 481 students										
Subject	Overall Average	Special Ed.	Males	Females	White	Black	2 or more Races	Asian	American Indian	Pacific Islander
Government	(145) 72.93	(12) 77.30	(86) 72.42	(59) 73.67	(126) 72.87	"	(11) 74.12	N/A	N/A	N/A
Honors Government	(57) 87.18	N/A	(19) 84.43	(38) 88.56	(51) 89.78	"	"	"	N/A	N/A
World History	(121) 68.43	(20) 77.02	(75) 66.19	(46) 72.03	(96) 69.00	(11) 62.54	(13) 68.93	"	N/A	N/A
Honors World History	(60) 90.82	N/A	(32) 92.10	(28) 89.31	(53) 90.69	"	"	"	N/A	N/A
U.S. History II	(61) 74.52	"	(36) 73.28	(25) 76.30	(47) 75.71	"	"	N/A	N/A	N/A
Honors U.S. History II	(47) 92.21	N/A	(19) 89.48	(28) 94.06	(44) 92.65	"	"	N/A	N/A	N/A
Mountain Ridge (1ct) - 621 students										
Subject	Overall Average	Special Ed.	Males	Females	White	Black	2 or more Races	Asian	American Indian	Pacific Islander
Government	(111) 85.84	(21) 83.47	(58) 84.39	(43) 88.14	(107) 85.72	"	"	N/A	N/A	N/A
Honors Government	(84) 95.54	N/A	(37) 95.95	(47) 94.43	(79) 95.49	N/A	"	N/A	N/A	N/A
World History	(116) 83.96	(21) 84.10	(84) 82.50	(32) 87.90	(110) 84.13	"	"	N/A	N/A	N/A
Honors World History	(77) 92.34	"	(28) 91.09	(49) 93.06	(76) 92.33	"	N/A	N/A	N/A	N/A
U.S. History II	(67) 82.02	"	(33) 77.35	(34) 86.56	(62) 81.28	"	"	N/A	"	N/A
Honors U.S. History II	(66) 93.22	N/A	(32) 91.94	(34) 94.42	(61) 93.71	"	"	N/A	N/A	N/A
CCTE (1ct) - 108 students										
Subject	Overall Average	Special Ed.	Males	Females	White	Black	2 or more Races	Asian	American Indian	Pacific Islander
U.S. History II	(17) 87.97	N/A	(10) 86.94	"	(16) 87.70	N/A	"	N/A	N/A	N/A
Honors U.S. History II	(91) 82.48	(9) 73.09	(58) 83.40	(33) 80.88	(85) 82.91	N/A	"	N/A	N/A	N/A
*Category is less than 10										

Secondary Social Studies Outcome Data

<u>School</u>	<u>Projected Student Outcome</u>
Braddock Middle School	<p><u>6th grade</u> - The Q1 average for White students is 88.42%, but the Q1 average for students that are two or more races is 83.24%. By the end of the school year (Q4), the gap between White students and students that are two or more races (5% gap) will be reduced (3-4% gap), and/or students that are two or more races will maintain an overall average of 80% or higher.</p> <p><u>7th grade</u> - The Q1 average for White students is 83.18%, but the Q1 average for students that are two or more races is only 77.51%. By the end of the school year (Q4), the gap between White students and students that are two or more races (6%) will be reduced (4-5% gap) and/or students that are two or more races will remain above a 75%.</p> <p><u>8th grade</u> - The Q1 average for White students is 84.84%, but the Q1 average for students that are two or more races is 10% lower. By the end of the school year (Q4), the gap between White students and students that are two or more races will be reduced (8-9% gap), and/or students that are two or more races will maintain a 75% or higher average.</p>
Mount Savage Middle School	<p><u>6th grade</u> - The Q1 overall average is 86.67%, but the Q1 average for Special Education students is approximately 7% lower. By the end of the school year (Q4), the gap between Special Education students and all students will be reduced (5-6% gap), and/or the overall average for Special Education students will remain above 75%.</p> <p><u>7th grade</u> - No disparities between subgroups. All subgroups are 84% or higher.</p> <p><u>8th grade</u> - In Q1, the gap between males and females is greater than 6%. By Q4, the gap between these subgroups will be reduced (4-5% gap), and/or the overall average for male students will remain above 80%.</p>
Washington Middle School	<p><u>6th grade</u> - The Q1 average for White students is 90.66%, but the Q1 average for students that are two or more races is over 6% lower. By the end of the school year (Q4), the gap between White students and students that are two or more races will be reduced (5-6% gap), and/or students that are two or more races will maintain a 75% or higher average.</p> <p><u>7th grade</u> - The Q1 overall average is 80.55%, but the Q1 average for Special Education is 65.60%. In addition, the Q1 average for students that are 2 or more races is 73.84%, but the Q1 average for White students is 81.86%. By Q4, the gap between Special Education and all students will be reduced (&lt;15% gap). The gap between White students and students that are two or more races will also be reduced (6-7% gap), and/or students that are two or more races will maintain a 70% average or above.</p> <p><u>8th grade</u> - The Q1 average for all students is 84.95%, but the Q1 average for Special Education students is 78.62%. By the end of the year (Q4), the gap between all students and Special Education students will be reduced (4-5%) and/or Special Education students will maintain a 75% or higher average.</p>
Westmar Middle Schools	<p><u>6th grade</u> - No gaps greater than 5% exist between subgroups. All subgroups are performing higher than 88.53%.</p> <p><u>7th grade</u> - In Q1, the average for male students is 84.61% and the average for female students is 90.54%. By Q4, the gap between male and female students will be reduced (4-5% gap) and/or male students will have an average of 85% or higher.</p> <p><u>8th grade</u> - No gaps greater than 5% exist between subgroups. All subgroups are performing higher than 78%.</p>

Allegany High School	<p><u>Government</u> - The Q1 overall average is 72.77%, but the Q1 average for Special Education students is only 56.22%. By the end of the year (Q4), the gap between all students and Special Education students will be reduced (&lt;13%) and/or the overall average for Special Education students will rise to 60% or higher.</p> <p><u>Honors Government</u> - All subgroups are within 2% of each other. All subgroups are over 89%.</p> <p><u>World History</u> - The overall average for Q1 is 65.00%, and the Q1 average for Special Education students is 51.99%. By Q4, the gap between all students and Special Education students will be reduced (&lt;11%) and/or the average for Special Education students will rise to 57%.</p> <p><u>Honors World History</u> - All subgroups are within 2% of each other. All subgroups are at or above a 90.31%.</p> <p><u>U.S. History</u> - The Q1 average for Special Education students is 68.38%, which is over 7% lower than the overall average of all students. In addition, the Q1 average for females (69.26%) is over 13% lower than the Q1 average for males. By Q4, the gap between Special Education students and the overall average of all students will be reduced (5%-6% gap) and/or the overall average for Special Education students will rise to 70%. The gap between female students and male students will also be reduced (10%-11% gap) by Q4 and/or the overall average for female students will rise to 70%.</p> <p><u>Honors U.S. History</u> - All subgroups are within 3% of each other. All subgroups are at or above 87%.</p>
Fort Hill High School	<p><u>Government</u> - No disparities between subgroups.</p> <p><u>Honors Government</u> - All subgroups are within 3% of each other. All subgroups are over 84%.</p> <p><u>World History</u> - The Q1 average for White students is 69.00%, but the Q1 average for Black students is 62.54%. In addition, the Q1 average for male students is 66.19%, which is approximately 6% lower than the Q1 average for female students. By Q4, the gap between White and Black students will be reduced (5-6% gap) and/or the overall average for Black students will rise to 65%. The gap between male and female students will also be reduced by Q4 (4-5% gap) and/or the overall average for male students will rise to 68%.</p> <p><u>Honors World History</u> - All subgroups are within 3% of each other. All subgroups are at or above 89%.</p> <p><u>U.S. History</u> - No disparities between subgroups. All subgroups are within 3% of each other.</p> <p><u>Honors U.S. History</u> - All subgroups are within 5% of each other. All subgroups are at or above 89.48%.</p>
Mountain Ridge High School	<p><u>Government</u> - No disparities between subgroups. All subgroups are at or above 83.47%.</p> <p><u>Honors Government</u> - All subgroups are within 2% of each other. All subgroups are over 94%.</p> <p><u>World History</u> - The Q1 average for male students is approximately 5% lower than the Q1 average for female students. By Q4, the gap between female and male students will be reduced (3-4% gap) and/or the overall average for male students will remain higher than 80.00%.</p> <p><u>Honors World History</u> - All subgroups are within 2% of each other. All subgroups are at or above a 91%.</p> <p><u>U.S. History</u> - The Q1 average for male students is approximately 9% lower than the Q1 average for female students. By Q4, the gap between female and male students will be reduced (7-8% gap) and/or the overall average for male students will remain higher than 75.00%.</p> <p><u>Honors U.S. History</u> - All subgroups are within 2% of each other. All subgroups are at or above a 91%.</p>
Center for Career & Technical Education	<p><u>U.S. History</u> - No disparities between subgroups. All subgroups are within 3% of each other.</p> <p><u>Honors U.S. History</u> - All subgroups are within 1% of each other. All subgroups are at or above 86%.</p>