

**2022-2023**

**Safe Return to In-Person Instruction and Continuity of Services Plan  
“Reopening Plan”**



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

### **Board of Education**

- Mrs. Crystal M. Bender, President
- Mr. Robert S. Farrell, Vice President
- Dr. David A. Bohn, Board Member
- Ms. Debra L. Frank, Board Member
- Mrs. Tammy M. Fraley, Board Member

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## 2022-2023

The ACPS will resume in-person learning Monday-Friday for the fall 2022-23 school year.

The Board of Education met on Tuesday, August 9, 2022, to review the reopening plan. The plan was approved by the Board of Education. There was a section in the Board meeting for constituents/stakeholder feedback.

The ultimate goal of Allegany County Public Schools is to continue 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 implement a variety of strategies for everyday operations to keep students in school, including the promotion of vaccination among teachers and other staff and eligible students.

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>.

ACPS will continue to follow Maryland Department of Health guidance to support safe in-person operations for Prek-12 schools. The MDH/MSDE Guidance for Covid-19 Symptoms, Isolation, and Quarantine will be utilized for decisions regarding isolation and quarantine. Please refer to the addendum for a copy of the Guidance document. Staff and students who are in close contact with someone with known or suspected Covid-19 can continue to work in or attend school regardless of vaccination status as long as they are asymptomatic. Those who can mask should do so for 10 days from the last day of exposure. A test at 3-5 days after exposure will be recommended.

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. 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. ACPS tracks all positive cases and incidents of close contact within the schools and reports outbreaks to the community when they occur. Parents are notified if there are any outbreaks in their child’s classroom or school.

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.

Staff or students who are exhibiting Covid-19 symptoms should not attend work or school. Covid-19 testing will be recommended, and the ACPS will provide at-home test kits to any child or staff member exhibiting Covid-19 symptoms. Those with a negative test may return when symptoms have improved, and they are fever free for 24 hours without the use of medication. Individuals can choose to wear a mask based on personal

preference or informed by personal level of risk to themselves or their household and social contacts. ACPS supports voluntary masking for any reason. If a student becomes ill during the school day they will be moved to the health room and separated from well persons. Students will wear a well fitting mask, and wait in a designated area for pick up from a family member.

Universal contact tracing will not occur in the school setting. Contact tracing will occur in the event of an outbreak. During an outbreak common control measures may be recommended on a temporary basis.

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

## **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. The last Board meeting took place on August 9, 2022. Constituents had the opportunity to provide input or feedback.

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

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, as well as to determine if revisions are necessary.

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. Principals and supervisors provided feedback to inform revisions to the plan.

The Human Resources department works very closely with the Allegany County Education Association (ACEA). Members of the workgroups are provided opportunities to review strategies incorporated into the Reopening Plan and to provide input and feedback 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 and Mr. Richard King
- Technology – Mr. Rob Pyles and Mr. Todd Canan
- Human Resources - Mr. Steve Wilson and Mr. Glenn Rice
- Finance- Mr. Lawrence McKenzie
- Facilities, Operations, and Transportation - Mr. Jay Marley, Mr. Wally High, Mr. Mike Matthews, and Mr. HB Martz
- Food, Nutrition, and School Safety - Mr. Todd Lutton and Mr. Anthony Rumgay
- Athletics - Mrs. Tracey Leonard
- Equity - Dr. Sarah Welsh

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**

### **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 has to return to 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.

### **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.

### **2022-2023 Assessments to Identify Achievement Gaps**

All students will be assessed at the beginning of the 2022-2023 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 Maryland Report Card data for baseline and trend data. Pre pandemic results from the 2019 Report Card showed that our elementary schools were particularly making excellent progress in regard to achievement and student growth. The 2021 fall test and the 2022 MCAP tests will be used for midpoint and end-of-year data points. Fall 2021 results indicated significant learning gaps which was expected as a result of the pandemic's effects on achievement and growth. When we receive the 2022 spring data, we will examine this data to determine the level of growth and extent of gaps that are present. Our instructional teams will work with school based teams to conduct the 5Whys and Root Cause Analysis Process. We will continue to implement the MTSS tiers of support for reading, mathematics, and behavior. Each school will conduct their MTSS Practice Profile administration in the fall of 2022.

### **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 school-wide 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 opportunity helps determine the effectiveness of the corrective instruction and offers students another chance 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 fall 2021 assessment data results, the 2022 spring data when it becomes available, and 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 for school improvement planning 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**

To help close instructional 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 2022-23 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 the *Into to Literature* series - for 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 2021-22 SY and the 2022-23 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 (literacy coach, intervention teacher, classroom teachers, principal) Plan for Progress Monitoring	K-3 mClass Reports 4-5 RI Reports Intervention Cycle Meeting Notes pages ACPS Tiered Literacy Program options	MTSS Training with principals / coaches / interventionists
10/4	Identified Intervention / Supplemental	Tiered literacy materials,	Literacy Coaches provide

	Instruction begins	resources, and programs	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	Screeners 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, classroom teachers, principal)	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
5/12 - 5/27	Screeners 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	Intervention Cycle	Create plans for

	Individual student progress documented School wide data compiled	Meeting Notes Pages mClass Reports RI Reports Progress Monitoring Data Classroom / core program data	identified areas of need for literacy PD in summer / early fall.
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### Elementary Mathematics Screening/Intervention Timeline

Date	Process to be Completed	Tools / Materials Necessary	Professional Learning
September	-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	-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	-Third iReady diagnostic assessment  -All students are to exceed their individual growth targets as identified by <i>iReady</i> for a typical year.	-computer access - <i>iReady</i> program	-weekly grade level team meetings to include adjusting individual pathways

### **Middle School Mathematics and ELA Screening / Intervention Timeline**

<b>Date</b>	<b>Process to be Completed</b>	<b>Tools / Materials Necessary</b>	<b>Professional Learning</b>
September	-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 HMH Data meetings
February	-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	-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 HMH data meetings

### **High School ELA Screening**

<b>Date</b>	<b>Process to be Completed</b>	<b>Tools / Materials Necessary</b>	<b>Professional Learning</b>
September	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	-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	-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	-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	-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	-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	Tools / Materials	Professional Learning
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	Completed	Necessary	
1st Quarter (by 10/28) 2nd Quarter (by 1/14) 3rd Quarter (by 3/25) 4th Quarter (by 6/3)	<p><b>3-5:</b> 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.</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</p>	<p>*King, B. (2022). <i>Maryland: An American adventure 1450-1790</i>. Gibbs 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>Teachers will review the online PD videos provided by DBQ Online.</li> <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>

	<p>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> <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</p>		
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	<p>forward. In addition, quarterly grades will be reviewed at the district level. Since the mini DBQ process strengthens the skills and process of Standard 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
1st Quarter (by 10/28) 2nd Quarter (by 1/14) 3rd Quarter (by 3/25) 4th Quarter (by 6/3)	<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</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 in January for Supervisor PD. During this meeting, additional conversations</li> </ul>

	levels of growth and possible next steps. School-based team meetings will also be used to disaggregate and interpret the data.		surrounding students' performance on the SEPs and CCCs.
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### SEL Screening/Intervention Timeline

Date	Process to be completed	Tools / Materials Necessary	Professional Learning
Fall	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.
Fall	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.
August/Sept.	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
October	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.
Fall of 22	Trauma lens/ACES training for all staff.	Mental Health Specialist-created training video and discussion	Mental Health Specialist (MHS) trains school counselors. School counselors train staff. MHS follow-up with support through PST.

Ongoing Weekly	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; follow-up support from behavior specialists, assistant supervisors, and equity coordinator.
January	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 (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 warrant such a decision. At the highest level, and determined by guidance from the CDC, MDH, and local ACHD, the ACPS will be prepared to move to Stage 1 where fully virtual instructional programming is required. 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.

In Stage 1: All school activities are to be conducted online and through distance learning platforms.

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

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 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> <hr/> <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;

- o Provide student counseling services and parent coaching as needed;
- o Complete assessments; and
- o 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.
  - o Conduct home visits
  - o 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 has been committed to providing local school systems (LSS) guidance for the return to interscholastic athletic programs. ACPS will be competing within the defined seasonal opportunities of the MPSSAA and will implement any necessary mitigation strategies to ensure the continuity of participation. 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 [PreK-12 and Child Care Guidance \(7.22.22\)](#) documentation 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 begin fall sports engagement on August 10, 2022. All student athletes are required to provide up to date medical forms, which includes at COVID-19 acknowledgment form prior to the start of the first practice date. ACPS athletic teams have full fall schedules. 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.
- 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.

### **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.)

Students must log in to their classes on any scheduled virtual learning days (Asynchronous and/Synchronous on a daily basis to be counted present in a class.)

- A parent/student who doesn’t have any Internet connectivity and cannot login to Schoology through ‘live” or archived lessons.
- If a hotspot can address a connectivity issue, the student will not be permitted to use an 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.

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

### **Attendance Procedures**

In the event that the district moves to 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.

If 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. If 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) as needed. 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, consider using pre-packaged boxes or bags for each attendee.
- Avoid sharing food and utensils and ensure the safety of children with food allergies.

### **In the event of a 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 masks/gloves.
4. Student meal accounts will be charged per paid, reduced, or free rate.
5. Classroom rosters will be used to account for the meals.
6. 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.
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 will not be quarantining students.

If the ACPS should return to quarantining students, then the ACPS, in collaboration with the Allegany County Health Department, will follow the MDH/MSDE Guidance for Covid-19 Symptoms, Isolation, and Quarantine. ACPS posts the guidance document, 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.



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

Not applicable since the ACPS will not be quarantining students.

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

Not applicable since the ACPS will not be quarantining students.

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

Not applicable.

**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**

Not applicable.

## Addendum

### Guidance to Support PK-12 and Decision Tree - Dated July 2022



#### DEPARTMENT OF HEALTH


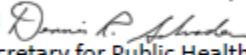

*Dennis R. Schrader, Secretary*

#### 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: Guidance to Support Safe In-Person Operations for PreK-12 Schools and Child Care Programs

Date: July 22, 2022

Please find attached updated guidance for school and child care programs developed by the Maryland Department of Health (MDH) and the Maryland State Department of Education (MSDE). This guidance document provides recommendations for use by local school systems, nonpublic schools, child care programs, and local health departments to assist with decision-making about prevention strategies for decreasing transmission of infectious diseases, including SARS-CoV-2, in school and child care settings. In line with [guidance from the CDC](#), schools and child care programs should put in place a core set of infectious disease prevention strategies as part of their normal operations. The addition and layering of COVID-19-specific prevention strategies should be tied to [COVID-19 Community Levels](#) and other local factors.

Please note that the attached guidance replaces all previous school and child care guidance documents issued by MDH and MSDE in response to the COVID-19 pandemic. Questions about this guidance as it pertains to schools may be directed to Rachel Nurse-Baker at [rachel.nurse-baker@maryland.gov](mailto:rachel.nurse-baker@maryland.gov). Questions about the guidance as it pertains to child care programs may be directed to Manjula Paul at [manjula.paul1@maryland.gov](mailto:manjula.paul1@maryland.gov).



**DEPARTMENT OF HEALTH**

*Dennis R. Schrader, Secretary*

**STATE DEPARTMENT OF EDUCATION**

*Mohammed Choudhury, Superintendent*

## **Guidance to Support Safe In-Person Operations for PreK-12 Schools and Child Care Programs**

July 22, 2022

### **A. Introduction**

The Maryland Department of Health (MDH) and the Maryland State Department of Education (MSDE) are committed to full-time in-person learning and quality child care for Maryland children. SARS-CoV-2, the virus that causes COVID-19, continues to evolve and there are tools available to lessen its severe effects. As such, guidance regarding prevention efforts in schools and child care programs should also evolve to reflect local conditions and degree of risk. This document provides recommendations for use by local school systems, nonpublic schools, child care programs, and local health departments to assist with decision-making about prevention strategies for decreasing transmission of infectious diseases, including SARS-CoV-2, in school and child care settings. In line with [guidance from the CDC](#), schools and child care programs should put in place a core set of infectious disease prevention strategies as part of their normal operations. The addition and layering of COVID-19-specific prevention strategies should be tied to [COVID-19 Community Levels](#) and other local factors.

### **B. Strategies for Everyday Operations**

#### **1. Staying Up to Date on Vaccinations**

Staying up to date on routine vaccinations is essential to prevent illness from many different infections. For COVID-19, vaccination is the leading public health strategy to prevent severe disease. Not only does it provide individual-level protection, but high vaccination coverage reduces the burden of COVID-19 on schools, child care programs, and communities. MDH and MSDE strongly recommend that all eligible Marylanders ages 6 months and older receive all recommended doses of the COVID-19 vaccine, including boosters. Schools and child care programs can promote vaccinations among teachers and other staff, eligible students/children, and their families; schools and child care programs interested in learning more about vaccine promotion strategies should contact their local health departments and refer to [CDC guidance](#).

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It is recommended that schools and child care programs take steps to understand the level of vaccination in their staff and students/children. Existing state law and regulations already require certain vaccinations for children attending school and child care, and designated school and child care staff regularly maintain documentation of these immunization records. Schools and child care programs that plan to request voluntary submission of documentation of COVID-19 vaccination status should use the same standard protocols that are used to collect and secure other immunization or health status information about students/children. The protocol to collect, secure, use, and further disclose this information should comply with relevant statutory and regulatory requirements, including the Family Educational Rights and Privacy Act (FERPA).

Designated staff who maintain documentation of student/child and staff COVID-19 vaccination status can use this information, consistent with applicable laws and regulations, to inform infection prevention strategies.

## 2. Staying Home When Sick

Schools and child care programs should stress and frequently reinforce that staff and students/children who have symptoms of an infectious illness such as COVID-19, influenza, respiratory syncytial virus (RSV), and gastrointestinal infections, should not attend or work in a school or child care program and should be tested for COVID-19 if appropriate. Staff and families should be instructed to notify the school or child care program when a staff or student/child has a reportable infectious disease, including a positive test for COVID-19. Schools and child care programs must continue to follow existing procedures for reporting certain diseases (COMAR 10.06.01) including COVID-19 to the local health department.

When a person becomes ill during the day while at school or child care, they should be moved to a room or other space that allows separation from well persons and provides the appropriate level of safety and supervision for an ill student/child. Placement of a well-fitting mask on a person with symptoms of an infectious respiratory illness should be considered. Schools and child care programs should set the expectation for timely pick up of students/children who are ill.

It is recommended that persons with symptoms of COVID-19 should be tested. If the test is negative, they may return when symptoms are improved, they have no fever for 24 hours without medication, and applicable criteria in the [Communicable Diseases Summary](#) have been met.

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 from the date of the positive test if no symptoms.
  - Day 0 is considered the day symptoms started in symptomatic persons or the day of the positive test (based on the date of testing) 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\* for 5 additional days (day 6 through day 10).
  - If they are unable to wear a mask, they may return to school or child care if they have a negative test at day 5 or later; otherwise, they should remain at home for day 6 through day 10. A negative test at day 10 or after is not needed to return.

\*Masks do not need to be worn in schools or child care programs while eating, drinking, sleeping or outside.

Schools and child care programs can refer to Appendix A: *MDH/MSDE Guidance for COVID-19 Symptoms, Isolation, and Quarantine* for additional guidance.

### 3. Maximizing Ventilation

Schools and child care programs can optimize ventilation and improve indoor air quality to reduce the risk of germs and contaminants spreading through the air.

MDH and MSDE strongly recommend that school and child care facilities personnel carefully evaluate all classrooms and occupied areas for adequacy of ventilation and monitor this on an ongoing basis. Strategies to improve air quality in school and child care facilities include:

- Avoiding the use of poorly ventilated spaces as much as possible
- Cleaning and properly installing air filters so that air goes through the filters, rather than around them, with as high a MERV rated filter as can be accommodated by the HVAC system
- Implementing a strict preventive maintenance program focused on air handling units and exhaust fans to ensure they are working properly
- Maximizing outside air by using the highest outside air setting possible for the equipment
- Using measured CO<sub>2</sub> levels as a proxy of ventilation. Levels in the 600-800 PPM range indicate very good ventilation. Portable CO<sub>2</sub> meters can be used to evaluate areas where there is a question of ventilation adequacy.

Schools and child care programs should refer to CDC guidance [Ventilation in Schools and Child Care Programs](#) for additional strategies to improve indoor air quality in their settings.

### 4. Hand Hygiene and Respiratory Etiquette

Washing hands can prevent the spread of infectious diseases. Schools and child care programs should teach and reinforce proper [handwashing](#) to lower the risk of spreading viruses, including the virus that causes COVID-19. Schools and child care programs should monitor and reinforce these behaviors, especially during key times in the day (ex. before and after eating and after

recess) and should also provide adequate handwashing supplies, including soap and water. If washing hands is not possible, schools and child care programs should provide hand sanitizer containing at least 60% alcohol. Hand sanitizers should be stored up, away, and out of sight of younger children and should be used only with adult supervision for children ages 5 years and younger.

Schools and child care programs should teach and reinforce [covering coughs and sneezes](#) to help keep individuals from getting and spreading infectious diseases, including COVID-19.

#### 5. Cleaning and Disinfection

Schools and child care programs should clean high touch surfaces at least once a day to reduce the risk of germs spreading by touching surfaces. If a facility has had a sick person or someone who tested positive for COVID-19 within the last 24 hours, the space should be cleaned and disinfected. For more information, see [cleaning and disinfecting your facility](#). Additionally, child care programs should follow [recommended procedures](#) for cleaning, sanitizing, and disinfection in their setting such as after diapering, feeding, and exposure to bodily fluids.

### **C. COVID-19 Community Levels and Associated Prevention Strategies**

CDC's [COVID-19 Community Levels](#) can help guide the addition of COVID-19 prevention strategies in schools and child care programs. When the COVID-19 Community Level indicates an increase in transmission and disease burden, particularly if the level is high, schools and child care programs should consider adding layered prevention strategies, described below, to support safe, in-person learning and keep schools and child care programs open. In addition, schools and child care programs should work with their local health departments to consider other local conditions and factors when deciding to implement prevention strategies. For example, indicators such as the level of student and staff absenteeism or student and staff vaccination rates can also help with decision-making. It is important to note that schools and child care programs may choose to add layered prevention strategies at any COVID-19 Community Level, based on local or facility needs.

With decreasing or low COVID-19 Community Levels, schools and child care programs can consider removing prevention strategies one at a time, followed by close monitoring of the COVID-19 Community Level in the weeks that follow.

#### 1. Contact Tracing and Quarantine of Close Contacts

Universal contact tracing is no longer recommended in schools and child care programs. When a COVID-19 case has been identified in a staff member or a student/child at any [COVID-19 Community Level](#):

- The staff member with COVID-19 or parents of the student/child with COVID-19 should be encouraged to notify their own/their child's [close contacts](#).
- Schools and child care programs should provide notification of the COVID-19 case to the school or child care community at the cohort level (e.g. classroom, grade, sports team, bus route, etc.).
- Staff and students/children who may be close contacts, regardless of their vaccination status, can continue to attend school and child care as long as they remain asymptomatic.
  - Those who can wear a mask should do so for 10 days (day 0 is the last date of exposure).
  - A test at 3-5 days after exposure is recommended, especially for those who cannot wear a mask (ex. children under 2 years of age).

Schools and child care programs can refer to Appendix A: *MDH/MSDE Guidance for COVID-19 Symptoms, Isolation, and Quarantine* for additional guidance.

Based on local conditions, schools and child care programs may elect to perform universal or targeted contact tracing and quarantine of close contacts per [CDC quarantine guidance](#) to provide an additional layer of protection. Contact tracing and quarantine are recommended in response to an outbreak (see School and Child Care Outbreaks below).

## 2. Mask Use

Wearing a [well-fitting mask](#) consistently and correctly reduces the [risk of spreading the virus](#) that causes COVID-19. Schools and child care programs should be aware that at all [COVID-19 Community Levels](#), people can choose to wear a mask based on personal preference or informed by personal level of risk to themselves or their household or social contacts. Schools and child care programs should have policies in place to support voluntary masking for any reason and to deter bullying.

For community settings including school and child care programs, the CDC recommends universal indoor mask wearing only at the high COVID-19 Community Level. Persons who are immunocompromised or otherwise at [high risk](#) for severe COVID-19 should discuss with their health care provider when to wear a mask. To protect themselves and others from COVID-19, [CDC recommends](#) that people wear the most protective mask they can that fits well and that they will wear consistently.

Schools with students at risk for getting very sick with COVID-19 must make reasonable modifications when necessary to ensure that all students, including those with disabilities, are able to access in-person learning. Schools might need to require masking, based on federal, state, or local laws and policies, to ensure that students with conditions that increase their risk



for getting very sick with COVID-19 can access in-person learning. For more information, visit the [U.S. Dept. of Education Disability Rights](#) webpage.

Because mask use is not recommended for those younger than 2 years old and may be difficult for very young children or for some children with disabilities who cannot safely wear a mask, child care programs and schools may need to consider other prevention strategies such as cohorting and avoiding crowding when the COVID-19 Community Level is high. A critical prevention strategy is promoting vaccination among those who are eligible (ex. care providers) because the risk for people who have not been vaccinated is lower when the people around them have been vaccinated. Child care programs may choose to implement universal indoor mask use to meet the needs of the families they serve, which could include people at risk for getting very sick with COVID-19.

In addition, at times of an outbreak or increased transmission within a school or child care program, the use of masks may be recommended by local health departments regardless of COVID-19 Community Level.

Schools and child care programs should refer to [CDC guidance](#) for important exceptions and safety considerations related to the use of masks.

### 3. COVID-19 Testing

MDH and MSDE strongly recommend that schools and child care programs promote and offer (as appropriate) COVID-19 diagnostic testing as part of a layered prevention approach. Diagnostic testing, which involves testing of persons with symptoms and those who come into close contact with someone with COVID-19, is a critical strategy for identifying and isolating COVID-19 cases in staff and students/children. As feasible and as resources allow, diagnostic testing can be performed using point of care rapid antigen tests, RT-PCR tests sent to a laboratory, and/or through use of at-home rapid antigen tests. At minimum, schools and child care programs should provide referrals to community sites that offer testing. Diagnostic testing is recommended at all [COVID-19 Community Levels](#).

In addition, schools and child care programs can consider the use of screening testing at certain times. Screening testing involves testing asymptomatic persons in order to identify infected people who may be contagious, so that measures can be taken to prevent further transmission. The CDC recommends that screening testing be considered when COVID-19 Community Levels are moderate or high. Screening testing can also be considered for high-risk activities such as indoor sports and some extracurricular activities, returning from scheduled breaks, prior to large gatherings/events, and for staff serving students/children who are at [high risk](#) for getting very sick with COVID-19. As feasible and as resources allow, screening testing can be performed using point of care rapid antigen tests, RT-PCR tests sent to a laboratory, and/or through the use of at-home rapid antigen tests.



Schools and child care programs must have a CLIA certificate of waiver in order for staff to perform rapid antigen testing on site. A school or child care program without a CLIA certificate of waiver may provide at-home rapid antigen test kits to individuals, parents, or guardians if the testing is performed and interpreted by the individual, parent, or guardian. These tests can be performed at home, or at the school or child care.

Schools and child care programs that choose to rely on at-home rapid antigen test kits should ensure equal access and availability of the tests, establish accessible systems that are in place for ensuring timely reporting of results to the school or child care program, and communicate with staff and families the importance of staying at home if they receive a positive test. Staff and families should be encouraged to report positive at-home rapid antigen tests results through the [Maryland COVID Positive At-Home Test Report Portal](#).

At this time, the US Food and Drug Administration (FDA) has not approved or authorized any at-home rapid antigen test for use in children under 2 years of age. However, at-home rapid antigen tests may be used off-label in children under 2 years of age for purposes of post-exposure, isolation, and symptomatic testing. Schools and child care programs should refer to [CDC guidance](#) for recommendations about interpreting COVID-19 rapid antigen test results.

MDH and MSDE are able to support testing in schools through the provision of point of care and at-home rapid antigen test kits. Schools should contact MDH COVID-19 Recovery Operations at [MDH.K12Testing@maryland.gov](mailto:MDH.K12Testing@maryland.gov) for more information. Schools and child care programs are able to access PCR testing through the U.S. Department of Health and Human Services [Operation Expanded Testing](#) program. In addition, child care providers can access at-home rapid antigen tests through their local health department.

#### 4. Cohorting

Cohorting is the practice of keeping people together in a small group and having each group stay together throughout the day, while minimizing contact between cohorts. In areas with high [COVID-19 Community Levels](#), this can be used to limit the number of people who come in contact with each other. It is important to ensure any use of cohorting for learning is designed to support inclusion of English language learners, students with disabilities consistent with their Individualized Education Program (IEP) or 504 plans, and other underserved students, and not result in segregation. In areas with high COVID-19 Community Levels, schools and child care programs can also discourage crowding indoors to reduce the risk of spreading COVID-19.

#### 5. Considerations for High Risk Activities

Some indoor activities with increased and forceful exhalation such as sports, band, choir and theater may place students/children and staff at increased risk for getting and spreading

COVID-19. Schools and child care programs can consider implementing screening testing for these high-risk activities or may consider temporarily stopping these activities to control a school or program associated outbreak, or during periods of high [COVID-19 Community Levels](#). Additional prevention strategies such as masking can be considered when close contact occurs, such as during feeding and diapering young children and infants in child care programs.

#### 6. Additional Ventilation Improvements

Schools and child care programs can take additional steps to increase outdoor air intake and improve air filtration when [COVID-19 Community Levels](#) are high. These include opening windows and doors as much as safely possible and using child-safe fans to increase the effectiveness of open doors and windows; minimizing time in enclosed spaces, and maximizing time outdoors as much as possible (when appropriate); and utilizing portable HEPA or other high efficiency air filtration units in small spaces such as offices, health suites, and isolation rooms, particularly if they are poorly ventilated.

#### Considerations for Prioritizing COVID-19 Prevention Strategies

Schools and child care programs, with help from local health departments, should consider local context when selecting strategies to prioritize for implementation. The risks from COVID-19 should be balanced with educational, social, and mental health outcomes when deciding which prevention strategies to put in place. Additional factors include the age of the population served; the availability of specific resources; feasibility and acceptability of strategies to the community; risk of severe disease for students/children, staff, and families served; equity at both the individual and facility levels; and requirements under state and federal disability law to provide reasonable modifications, when necessary, to ensure equal access to in-person learning for students with disabilities. School and child care programs should refer to [CDC guidance](#) for additional recommendations.

### **D. School and Child Care Outbreaks**

Schools and child care programs must continue to follow existing procedures for reporting communicable diseases (COMAR 10.06.01) and immediately notify the local health department of a COVID-19 outbreak. The local health department will recommend control measures in response to the outbreak, including some of the prevention strategies described above. It is important for schools and child care programs to follow the recommendations of the local health department.

For example, during outbreaks, contact tracing should be performed for cases linked to the outbreak and identified close contacts should quarantine per [CDC quarantine guidance](#). In these situations, investigations should focus on persons who started having symptoms or tested

positive for COVID-19 in the last 5 days and notification of close contacts should focus on those who were exposed in the last 5 days. As an alternative to CDC quarantine during an outbreak, school and child care programs can consider the use of [Test to Stay](#) protocols.

During an outbreak, other common control measures that may be recommended on a temporary basis include:

- Masking of staff and students at the classroom, grade, or school/program level
- Testing of staff and students at the classroom, grade, or school/program level
- Increased handwashing with soap and water or alcohol-based hand sanitizer
- Rescheduling events (e.g., extracurricular activities or field trips) or pausing higher risk activities such as indoor sports, physical education or exercise, singing or playing a wind or brass instrument (or moving them outside if possible).

## **E. Suspension of In-Person Learning or Child Care Operations**

While the goal is to continue in-person learning and child care whenever possible, MDH and MSDE recognize that temporary suspension of in-person learning or child care operations may be advisable under certain limited conditions to protect the safety of students/children, staff, and their families. The following extenuating circumstances can be considered for temporary suspension of in-person learning or operations in a specific school or child care program (or classroom/cohort within a school or child care program):

- When there is evidence of substantial, uncontrolled transmission in the school or child care program
- When there are logistical or safety concerns arising from the number of cases and close contacts
- When discussed with and recommended by local public health and medical professionals.

Decisions around the suspension of in-person learning or child care due to COVID-19 as well as the duration of the suspension should be made on a case by case basis in coordination with the local health department, the local school system, and child care licensing specialists as applicable.

## Appendix A: MDH/MSDE Guidance for COVID-19 Symptoms, Isolation, and Quarantine

Staff or Student/Child with	Guidance for Management
COVID-19 symptoms	<ul style="list-style-type: none"> <li>• Staff or student/child should not attend or work in a school or child care setting</li> <li>• COVID-19 testing is recommended</li> <li>• If test is negative, may return when symptoms have improved, no fever for 24 hours without medication, and applicable criteria in the <a href="#">Communicable Diseases Summary</a> have been met</li> </ul>
Positive test for COVID-19, regardless of symptoms	<ul style="list-style-type: none"> <li>• Staff or student/child must stay home for 5 days from the start of symptoms or from the date of the positive test if no symptoms</li> <li>• After day 5, may return if symptoms have improved and no fever for at least 24 hours without medication</li> <li>• Upon return, must wear a mask for 5 additional days (except while eating, drinking, sleeping or outside)</li> <li>• If unable to wear a mask, may return if they have a negative test at day 5 or later; otherwise, they should remain at home for days 6 -10</li> </ul>
Close contact with someone with known or suspected COVID-19 but no symptoms	<ul style="list-style-type: none"> <li>• Staff or student/child can continue to work in or attend school and child care regardless of vaccination status</li> <li>• Those who can mask should do so for 10 days from the last day of exposure</li> <li>• A test at 3-5 days after exposure is recommended, especially for those who cannot mask (ex. children under 2 years of age).</li> </ul>

## 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

Kindergarten 2021-2022 Baseline(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	1	0	0	0	7	5	55	0	60	13	47
	11%	12%	12%	13%	2%	0%			11%	15%	11%	*	11%	5%	18%
At Benchmark	53	28	23	41	7	0	0	0	5	3	50	0	53	17	36
	10%	12%	9%	10%	15%	0%			8%	9%	10%	*	10%	7%	13%
Below Benchmark	95	45	46	76	11	0	0	0	8	10	85	0	95	34	61
	18%	19%	17%	18%	23%	0%			13%	30%	17%	*	18%	13%	23%
Well Below Benchmark	318	142	163	247	28	1	0	0	42	15	303	0	318	194	124
	60%	58%	62%	59%	60%	100%			68%	45%	61%	*	60%	75%	46%
Total	526	243	263	416	47	1	0	0	62	33	493	0	526	258	268
Kindergarten 2021-2022 Final(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	120	60	60	106	0	0	0	0	14	3	117	0	120	42	78
	23%	24%	23%	24%	*	*	*	*	19%	8%	24%	*	23%	17%	30%
At Benchmark	166	72	94	146	8	1	0	0	12	15	151	0	166	67	99
	32%	28%	36%	33%	50%	100%	*	*	21%	42%	31%	*	32%	26%	38%
Below Benchmark	84	42	42	75	1	0	0	0	8	5	79	0	84	47	37
	16%	16%	16%	17%	6%	*	*	*	14%	14%	16%	*	16%	19%	14%
Well Below Benchmark	148	81	67	119	7	0	0	0	22	13	135	0	148	98	50
	29%	32%	25%	27%	44%	*	*	*	39%	36%	28%	*	29%	39%	19%
Total	518	255	263	446	16	1	0	0	56	36	482	0	518	254	264
Kindergarten 2021-2022 Summary															
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
Outcome Goal: Increase % At and Above Benchmark Combined by	20%	18%	21%	19%	24%				22%	20%	20%			30%	11%
BOY Baseline	21%	24%	21%	23%	17%				19%	24%	21%			12%	31%
Target	41%	42%	42%	42%	41%				41%	44%	41%			42%	42%
EOY Outcome	55%	52%	59%	57%	50%				46%	50%	55%			43%	68%

Grade 1 2021-2022 Baseline(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	67	30	37	54	1	0	0	0	12	7	60	1	66	31	36
	13%	11%	14%	13%	4%	*	*	*	13%	13%	13%	50%	13%	10%	16%
At Benchmark	95	43	52	84	4	0	0	0	7	7	88	0	95	35	60
	18%	16%	20%	20%	17%	*	*	*	8%	13%	18%	0%	18%	12%	26%
Below Benchmark	92	44	48	74	5	0	0	0	13	7	85	0	92	50	42
	17%	16%	19%	18%	22%	*	*	*	15%	13%	18%	0%	17%	17%	19%
Well Below Benchmark	274	155	119	204	13	0	0	0	57	31	243	1	273	185	89
	52%	57%	46%	49%	57%	*	*	*	64%	60%	51%	50%	52%	61%	39%
Total	528	272	256	416	23	0	0	0	89	52	476	2	526	301	227
Grade 1 2021-2022 End of Year(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	126	58	68	109	5	0	0	0	12	12	114	1	125	59	67
	24%	22%	26%	24%	24%				21%	24%	24%	50%	24%	19%	30%
At Benchmark	152	73	79	131	10	0	0	0	11	8	144	0	152	75	77
	29%	27%	30%	29%	48%				19%	16%	30%	0%	29%	25%	35%
Below Benchmark	92	47	45	77	1	0	0	0	14	6	86	1	91	51	41
	17%	18%	17%	17%	5%				25%	12%	18%	50%	17%	17%	18%
Well Below Benchmark	158	90	68	133	5	0	0	0	20	25	133	0	158	121	37
	30%	34%	26%	30%	24%				35%	49%	28%	0%	30%	40%	17%
Total	528	268	260	450	21	0	0	0	57	51	477	2	526	306	222
Grade 1 2021-2022 Summary															
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
Outcome Goal: Increase % At and Above Benchmark Combined by	20%	24%	15%	17%	29%				29%	24%	20%			28%	8%
BOY Baseline	31%	27%	34%	33%	21%				21%	26%	31%			22%	42%
Target	51%	51%	49%	50%	50%				50%	50%	51%			50%	50%
EOY Outcome	53%	49%	56%	53%	72%				40%	40%	54%			44%	65%

Grade 2 2021-2022 Baseline(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	0	0	0	1	13	6	100	0	106	46	60
	18%	19%	17%	19%	0%	*	*	100	19%	9%	20%	*	18%	15%	22%
At Benchmark	107	60	47	90	4	0	0	0	13	6	101	0	107	51	56
	19%	19%	18%	19%	16%	*	*	*	19%	9%	20%	*	19%	17%	20%
Below Benchmark	74	37	37	61	5	0	0	0	8	4	70	0	74	34	40
	13%	12%	14%	13%	20%	*	*	*	12%	6%	14%	*	13%	11%	14%
Well Below Benchmark	289	158	131	238	16	0	0	0	35	49	240	2	287	169	120
	50%	50%	50%	49%	64%	*	*	*	51%	75%	47%	###	50%	56%	43%
Total	576	316	260	481	25	0	0	1	69	64	511	2	574	300	276
Grade 2 2021-2022 End of Year(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	148	84	64	114	0	0	0	1	33	6	142	0	148	64	84
	25%	26%	24%	26%	0			100%	27%	9%	27%	0%	25%	21%	30%
At Benchmark	144	80	64	112	8	0	0	0	24	9	135	0	144	68	76
	25%	25%	24%	26%	32%			0	19%	14%	26%	0%	25%	23%	27%
Below Benchmark	82	46	36	61	4	0	0	0	17	10	72	1	81	37	45
	14%	14%	14%	14%	16%			0	14%	16%	14%	50%	14%	12%	16%
Well Below Benchmark	212	110	102	149	13	0	0	0	50	39	173	1	211	133	79
	36%	34%	38%	34%	52%			0	40%	61%	33%	50%	36%	44%	28%
Total	586	320	266	436	25	0	0	1	124	64	522	2	584	302	284
Grade 2 2021-2022 Final Data															
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
Outcome Goal: Increase % At and Above Benchmark Combined by	20%	18%	21%	18%	40%				19%	38%	17%			24%	15%
BOY Baseline	37%	38%	35%	38%	16%				38%	18%	40%			32%	42%
Target	57%	56%	56%	56%	56%				57%	56%	57%			56%	57%
EOY Outcome	50%	51%	48%	52%	32%				46%	23%	53%			44%	57%



Grade 3 2021-2022 Baseline(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	0	0	0	0	11	4	95	2	97	43	56
	18%	15%	21%	18%	*	*	*	*	20%	6%	24%	67%	18%	15%	21%
At Benchmark	142	84	58	123	5	0	0	0	14	12	130	0	142	75	67
	26%	30%	21%	26%	25%	*	*	*	26%	17%	33%	*	26%	26%	25%
Below Benchmark	95	47	48	84	8	1	0	0	2	13	82	1	94	54	41
	17%	19%	18%	18%	40%	100	*	*	4%	19%	21%	33%	17%	19%	15%
Well Below Benchmark	219	110	109	185	7	0	0	0	27	53	166	0	219	118	101
	39%	39%	40%	39%	35%	*	*	*	50%	77%	42%	*	40%	41%	38%
Total	555	283	272	480	20	1	0	0	54	69	391	3	552	290	265
Grade 3 2021-2022 End of Year(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	158	67	91	124	0	0	0	0	34	7	151	1	157	64	94
	28%	24%	33%	29%	0%	0%			32%	9%	32%	25%	28%	22%	35%
At Benchmark	85	53	32	71	2	0	0	0	12	6	79	1	84	39	46
	15%	19%	12%	16%	13%	0%			11%	7%	17%	25%	15%	14%	17%
Below Benchmark	94	49	45	72	5	1	0	0	16	14	80	0	94	57	37
	17%	18%	16%	17%	31%	100%			15%	17%	17%	0%	17%	20%	14%
Well Below Benchmark	220	110	110	168	9	0	0	0	43	54	166	2	218	127	93
	39%	39%	40%	39%	56%	0%			41%	67%	35%	50%	39%	44%	34%
Total	557	279	278	435	16	1	0	0	105	81	476	4	553	287	270
Grade 3 2021-2022 Summary															
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
Outcome Goal: Increase % At and Above Benchmark Combined by	20%	18%	21%	19%					17%	40%	5%			22%	17%
BOY Baseline	44%	45%	42%	44%					46%	23%	57%			41%	46%
Target	64%	63%	63%	63%					63%	63%	62%			63%	63%
EOY Outcome	43%	43%	45%	45%					43%	16%	49%			36%	52%

Grade 4 2021-2022 Baseline (Cohort Graduating 2030)															
	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	3	1	0	0	2	4	37	1	40	15	26
	7%	6%	8%	7%	12%	20	*	*	4%	4%	8%	14%	7%	4%	12%
Proficient	135	53	82	125	2	0	0	0	8	8	127	1	134	62	73
	22%	18%	26%	24%	8%	0	*	*	17%	7%	26%	14%	23%	16%	34%
Basic	109	54	55	95	3	2	0	0	9	4	105	2	107	76	33
	18%	19%	18%	18%	12%	40	*	*	19%	4%	21%	29%	18%	20%	15%
Below Basic	316	167	149	268	18	2	0	0	28	93	223	3	313	234	82
	53%	58%	48%	51%	69%	40	*	*	60%	85%	45%	43%	53%	60%	38%
Total	601	290	311	523	26	5	0	0	47	109	492	7	594	387	214
Grade 4 2021-2022 End of Year (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	99	47	52	91	2	1	0	0	5	6	93	2	97	39	60
	17%	17%	17%	18%	8%	20%	*	*	10%	6%	19%	29%	16%	10%	27%
Proficient	168	68	100	153	4	1	0	0	10	9	159	3	165	86	82
	28%	24%	32%	29%	17%	20%	*	*	20%	8%	32%	43%	28%	23%	37%
Basic	121	54	67	107	4	1	0	0	9	12	109	1	120	85	36
	20%	19%	21%	21%	17%	20%	*	*	18%	11%	22%	14%	20%	23%	16%
Below Basic	210	114	96	169	14	2	0	0	25	79	131	1	209	166	44
	35%	40%	30%	33%	58%	40%	*	*	51%	75%	27%	14%	35%	44%	20%
Total	598	283	315	520	24	5	0	0	49	106	492	7	591	376	222
Grade 4 2021-2022 Summary															
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
Outcome Goal: Increase % At and Above Benchmark Combined by	20%	25%	15%	18%	30%				28%	38%	16%			29%	3%
BOY Baseline	29%	24%	34%	31%	20%				21%	11%	34%			20%	46%
Target	49%	49%	49%	49%	50%				49%	49%	50%			49%	49%
EOY Outcome	45%	41%	49%	47%	25%				30%	14%	51%			33%	64%

Grade 5 2021-2022 Baseline(Cohort Graduating 2029)															
Rating	Number	Gender		Race						Special Education		504		Farms	
		Male	Female	White	Black	0	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Yes	No	Yes	No	Yes	No
Advanced	69	33	36	60	3	0	0	0	6	4	65	0	69	33	36
	12%	11%	12%	11%	13%	*	*	*	13%	4%	13%	*	12%	8%	17%
Proficient	151	75	76	137	3	3	0	0	8	8	143	4	147	86	65
	25%	25%	26%	26%	13%	100	*	*	17%	8%	28%	100%	25%	22%	31%
Basic	159	70	89	143	4	0	0	0	12	10	149	0	159	98	61
	27%	23%	30%	27%	17%	*	*	*	25%	10%	30%	*	27%	25%	29%
Below Basic	221	128	93	186	13	0	0	0	22	74	147	0	221	174	47
	37%	42%	32%	35%	57%	*	*	*	46%	77%	29%	*	37%	45%	22%
Total	600	306	294	526	23	3	0	0	48	96	504	4	596	391	209
Grade 5 2021-2022 End of Year(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
Advanced	140	73	67	118	7	2	0	0	13	3	137	3	137	69	71
	24%	24%	23%	23%	29%	67%	*	*	28%	4%	27%	75%	23%	18%	34%
Proficient	168	77	91	156	3	1	0	0	8	5	162	1	167	94	74
	29%	26%	31%	30%	13%	33%	*	*	17%	6%	32%	25%	29%	25%	35%
Basic	123	54	69	108	3	0	0	0	12	13	110	0	123	86	37
	21%	18%	24%	21%	13%	0%	*	*	26%	15%	22%	*	21%	23%	18%
Below Basic	158	96	62	133	11	0	0	0	14	63	95	0	158	130	28
	27%	32%	21%	26%	46%	0%	*	*	30%	74%	19%	*	27%	34%	13%
Total	589	300	289	515	24	3	0	0	47	85	504	4	585	379	210
Grade 5 2021-2022 Summary															
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
Outcome Goal: Increase % At and Above Benchmark Combined by	15%	16%	13%	14%	25%				22%	39%	10%			21%	3%
BOY Baseline	37%	36%	38%	37%	26%				30%	12%	41%			30%	48%
Target	52%	52%	51%	51%	51%				52%	51%	51%			51%	51%
EOY Outcome	53%	50%	54%	53%	42%				45%	10%	59%			43%	69%

The reading data reports demonstrate substantial growth over the course of the year. Although grade levels did not always meet the set target for the End of Year outcome data, most subgroups showed growth. The kindergarten and first grade scores surpassed the outcome goals, showing an increase of over 20% in each subgroup. Although grade two did not meet the outcome goal, all subgroups improved significantly - missing the target for all students by only 5%. In grade three, growth was more limited with some subgroups maintaining scores over time and others decreasing. Scores for grades four and five reflected growth from the baseline, with some subgroups meeting the outcome data score and others missing it slightly.

Secondary Reading/ELA and Outcome Data (Middle School)

Grade 6 Fall 2021 (Cohort Graduating 2028)														
Rating	Number	Gender			Race						Special Education		504	
		Male	Female	Unspecified	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Yes	No	Yes	No
Advanced	115	70	44	1	102	0	2	0	0	11	8	107	0	115
	19.04%	22.15%	15.33%	100.00%	19.14%	0.00%	33.33%	0.00%	0.00%	23.91%	8.08%	21.19%	0.00%	19.17%
Proficient	107	43	64	0	98	4	2	0	0	3	3	104	1	106
	17.72%	13.61%	22.30%	0.00%	18.39%	23.53%	33.33%	0.00%	0.00%	6.52%	3.03%	20.59%	25.00%	17.67%
Basic	196	100	96	0	175	6	2	0	0	13	18	178	0	196
	32.45%	31.65%	33.45%	0.00%	32.83%	35.29%	33.33%	0.00%	0.00%	28.26%	18.18%	35.25%	0.00%	32.67%
Below Basic	186	103	83	0	158	7	0	0	2	19	70	116	3	183
	30.79%	32.59%	28.92%	0.00%	29.64%	41.18%	0.00%	0.00%	100.00%	41.30%	70.71%	22.97%	75.00%	30.50%
	604	316	287	1	533	17	6	0	2	46	99	505	4	600
End of Year Target-- Increase % of Proficient & Advanced combined by	14%	15%	13%	*	13%	20%	*	*	*	20%	20%	10%	*	14%
% of Change														
Green= % Increased														
Red=% Decreased														
Key: * = < 10														
Grade 7 Fall 2021 (Cohort Graduating 2027)														
Rating	Number	Gender			Race						Special Education		504	
		Male	Female	Unspecified	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Yes	No	Yes	No
Advanced	117	65	52	0	107	3	2	0	0	5	8	109	4	113
	19.60%	19.29%	20.00%		20.04%	21.43%	33.33%	0.00%	0.00%	12.82%	9.09%	21.41%	18.18%	19.69%
Proficient	113	53	60	0	104	1	2	1	2	3	8	105	5	108
	18.93%	15.73%	23.08%		19.48%	7.14%	33.33%	100.00%	66.67%	7.69%	9.09%	20.63%	22.73%	18.82%
Basic	178	97	81	0	159	4	2	0	1	12	15	163	8	170
	29.82%	28.78%	31.15%		29.78%	28.57%	33.33%	0.00%	33.33%	30.77%	17.05%	32.02%	36.36%	29.62%
Below Basic	189	122	67	0	164	6	0	0	0	19	57	132	5	183
	31.66%	36.20%	25.77%		30.71%	42.86%	0.00%	0.00%	0.00%	48.72%	64.77%	25.93%	22.73%	31.88%
	597	337	260		534	14	6	1	3	39	88	509	22	574
														1 student is "referred." *

End of Year Target-- Increase % of Proficient & Advanced combined by	12%	15%	10%	*	11%	20%	*	*	*	20%	20%	10%	9%	12%	
% of Change															
Green= % Increased															
Red=% Decreased															
Key: * = < 10															
Grade 8 Fall 2021 (Cohort Graduating 2026)															
Rating	Number	Gender			Race						Special Education		504		
		Male	Female	Unspecified	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Yes	No	Yes	No	
Advanced	134	64	70	0	120	4	4	0	0	6	6	128	4	130	
	22.75%	21.77%	23.73%		23.08%	18.18%	66.67%	0.00%	0.00%	16.22%	8.82%	24.57%	50.00%	22.38%	
Proficient	147	67	80	0	136	3	0	0	0	8	5	142	2	145	
	24.96%	22.79%	27.12%		26.15%	13.64%	0.00%	0.00%	0.00%	21.62%	7.35%	27.26%	25.00%	24.96%	
Basic	156	69	87	0	134	10	1	1	2	8	11	142	2	154	
	26.49%	23.47%	29.49%		25.77%	45.45%	16.67%	100.00%	66.67%	21.62%	16.18%	27.26%	25.00%	26.51%	
Below Basic	152	94	58	0	130	5	1	0	1	15	46	109	0	152	
	25.81%	31.97%	19.66%		25.00%	22.73%	16.67%	0.00%	33.33%	40.54%	67.65%	20.92%	0.00%	26.16%	
	589	294	295		520	22	6	1	3	37	68	521	8	581	
End of Year Target-- Increase % of Proficient & Advanced combined by	13%	16%	10%	*	11%	20%	*	*	*	20%	20%	9%	*	13%	
% of Change															
Green= % Increased															
Red=% Decreased															
Key: * = < 10															



Grade 6 Spring 2022 (Cohort Graduating 2028)														
Rating	Number	Gender			Race						Special Education		504	
		Male	Female	Unspecified	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Yes	No	Yes	No
Advanced	145	78	66	1	133	1	4	0	0	7	11	134	0	145
	25.22%	25.91%	24.18%	100.00%	26.23%	7.69%	57.14%	0.00%	0.00%	14.89%	12.22%	27.63%	0.00%	25.44%
Proficient	117	53	64	0	106	3	2	0	0	6	6	111	1	116
	20.35%	17.61%	23.44%	0.00%	20.91%	23.08%	28.57%	0.00%	0.00%	12.77%	6.67%	22.89%	25.00%	20.35%
Basic	165	79	86	0	146	2	0	0	1	16	16	149	1	164
	28.70%	26.25%	31.50%	0.00%	28.80%	15.38%	0.00%	0.00%	0.00%	34.04%	17.78%	30.72%	25.00%	28.77%
Below Basic	148	91	57	0	122	7	1	0	0	18	57	91	2	145
	25.74%	30.23%	20.88%	0.00%	24.06%	53.85%	14.29%	0.00%	0.00%	38.30%	63.33%	18.76%	50.00%	25.44%
	575	301	273	1	507	13	7	0	1	47	90	485	4	570
5% fewer students were assessed in Spring 2022 than were assessed in Fall 2021.	Fall 36.76% to Spring 45.57% does not equal 14%	Fall 35.76% to Spring 43.52% does not equal 15%	Fall 37.63% to Spring 47.62% does not equal 13%	*	Fall 37.53% to Spring 47.14% does not	Fall 23.53% to Spring 30.77% does not	*	*	*	Fall 30.43% to Spring 27.66% does not	Fall 11.11% to Spring 18.89% does not	Fall 41.78% to Spring 50.52% does not equal 10%	*	Fall 36.84% to Spring 45.79% does not
	8.94%	7.76%	9.99%		9.61%	7.24%				2.77%	7.78%	8.74%		8.95%
Green= % Increased														
Red=% Decreased														
Key: * = < 10														
Grade 7 Spring 2022 (Cohort Graduating 2027)														
Rating	Number	Gender			Race						Special Education		504	
		Male	Female	Unspecified	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Yes	No	Yes	No
Advanced	159	85	74		144	2	1	0	2	10	11	148	7	152
	29.12%	27.96%	31.22%		29.33%	14.29%	50.00%	#DIV/0!	66.67%	27.78%	13.58%	30.33%	33.33%	29.01%
Proficient	109	61	48		101	3	0	0	0	5	10	129	3	106
	19.96%	20.07%	20.25%		20.57%	21.43%	0.00%	#DIV/0!	0.00%	13.89%	12.35%	26.43%	14.29%	20.23%
Basic	133	60	68		118	1	1	0	1	12	14	116	8	125
	24.36%	19.74%	28.69%		24.03%	7.14%	50.00%	#DIV/0!	33.33%	33.33%	17.28%	23.77%	38.10%	23.85%
Below Basic	145	98	47		128	8	0	0	0	9	46	95	3	141
	26.56%	32.24%	19.83%		26.07%	57.14%	0.00%	#DIV/0!	0.00%	25.00%	56.79%	19.47%	14.29%	26.91%
	546	304	237		491	14	2	0	3	36	81	488	21	524

9.5% fewer students were assessed in Spring 2022 than were assessed in Fall	Fall 38.53% to Spring 49.08% does not equal 12% target.	Fall 35.02% to Spring 48.03% does not equal 15%	Fall 43.08% to Spring 51.47% does not equal 10% target.	*	Fall 39.52% to Spring 49.9% does not	Fall 28.57% to Spring 35.72% does not	*	*	*	Fall 20.51% to Spring 41.67% does equal	Fall 18.18% to Spring 25.93% does not	Fall 42.04% to Spring 56.76% does equal 10% target.	Fall 40.91% to Spring 47.62% does not	Fall 38.51% to Spring 49.24% does not
	10.55%	13.01%	8.39%		10.38%	7.15%				21.16%	7.75%	14.72%	6.71%	10.73%
Green= % Increased														
Red=% Decreased														
Key: * = < 10														
Grade 8 Spring 2022 (Cohort Graduating 2026)														
Rating	Number	Gender			Race						Special Education		504	
		Male	Female	Unspecified	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Yes	No	Yes	No
Advanced	139	73	66		126	3	2	0	0	8	7	132	3	136
	25.60%	27.14%	24.09%		26.09%	17.65%	50.00%	0.00%	0.00%	20.51%	11.48%	27.44%	37.50%	25.42%
Proficient	162	71	91		149	3	2	0	0	8	11	151	3	159
	29.83%	26.39%	33.21%		30.85%	17.65%	50.00%	0.00%	0.00%	20.51%	18.03%	31.39%	37.50%	29.72%
Basic	135	59	76		116	3	0	0	0	16	11	123	2	133
	24.86%	21.93%	27.74%		24.02%	17.65%	0.00%	0.00%	0.00%	41.03%	18.03%	25.57%	25.00%	24.86%
Below Basic	107	66	41		92	8	0	0	0	7	32	75	0	107
	19.71%	24.54%	14.96%		19.05%	47.06%	0.00%	0.00%	0.00%	17.95%	52.46%	15.59%	0.00%	20.00%
	543	269	274		483	17	4	0	0	39	61	481	8	535
7.8% fewer students were assessed in Spring 2022 than were assessed in Fall	Fall 47.71% to Spring 55.43% does not equal 13% target.	Fall 44.56% to Spring 53.53% does not equal 16%	Fall 50.85% to Spring 57.3% does not equal 10% target.	*	Fall 49.23% to Spring 56.94% does not	Fall 31.82% to Spring 35.3% does not	*	*	*	Fall 38.84% to Spring 41.02% does not	Fall 16.17% to Spring 29.51% does not	Fall 51.83% to Spring 58.83% does equal 9% target.	*	Fall 47.34% to Spring 55.14% does not
	7.72%	8.97%	6.45%		7.71%	3.48%				2.18%	13.34%	7%		7.80%
Green= % Increased														
Red=% Decreased														
Key: * = < 10														



Secondary Reading/ELA and Outcome Data (High School)

Reading Grade 9 Fall 2021 (Cohort Graduating 2025)													
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	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%		2.56%	2.22%	6.67%	11.11%	6.25%
On	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%		56.41%	17.78%	55.19%	55.56%	52.26%
Below	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%		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 % of Proficient & Advanced combined by	12%	18%	4%	12%	19%	*	*	*	11%	20%	9%	*	12%
% of Change													
Green= % Increased													
Red=% Decreased													
Key: * = < 10													
Reading Grade 10 Spring 2022 (Cohort Graduating 2024)													
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	31	15	16	30	0	0	0	0	1	1	30	0	31
	5.40%	4.69%	6.30%	5.86%					3.03%	1.85%	5.77%	0.00%	5.59%
On	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%		33.33%	3.70%	51.15%	47.37%	46.67%
Below	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%		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 % of Proficient & Advanced combined by	18%	20%	12%	16%	20%	*	*	*	20%	20%	14%	20	12%
% of Change													
Green= % Increased													
Red=% Decreased													
Key: * = < 10													

Reading Grade 9 Spring 2022 (Cohort Graduating 2025)													
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	39	15	24	33	1	1	0	0	4	0	39	1	38
	7.39%	5.58%	9.27%	6.89%	12.50%	16.67%			12.12%	0.00%	7.93%	10.00%	7.34%
On	281	128	153	258	2	4	2	0	15	12	269	4	277
	53.22%	47.58%	59.07%	53.86%	25.00%	66.67%	100.00%		45.45%	33.33%	54.67%	40.00%	53.47%
Below	208	126	82	188	5	1	0	0	14	24	184	5	203
	39.39%	46.84%	31.66%	39.25%	62.50%	16.67%			42.42%	66.67%	37.40%	50.00%	39.19%
	528	269	259	479	8	6	2	0	33	36	492	10	518
****10% Fewer students were tested in Spring than in Fall.	Fall 58.63% to Spring 60.61% does not equal 12%	Fall 51.33% to Spring 53.16% does not equal 18%	Fall 66.31% to Spring 68.34% does not equal 4%	Fall 58.48 to Spring 60.75% does not equal 12%	*	*	*	*	Fall 58.97% to Spring 57.57% does not equal 11%	Fall 20% to Spring 33% does not equal 20%	Fall 61.86% to Spring 62.6% does not equal 9%	Fall 66.67% to Spring 50% does not equal 9%	Fall 58.51% to Spring 60.81% does not equal 12%
	1.98%	1.83%	2.03%	2.27%					1.40%	13%	0.74%	16.67%	2.30%
Reading Grade 10 Spring 2022 (Cohort Graduating 2024)													
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	24	9	15	21	0	1	0	0	2	0	24	0	24
	4.71%	3.24%	6.47%	4.60%		20.00%			6.67%		5.23%		4.86%
On	195	101	94	183	3	2	0	0	7	5	190	4	191
	38.24%	36.33%	40.52%	40.04%	18.75%	40.00%			23.33%	9.80%	41.39%	25.00%	38.66%
Below	291	168	123	253	13	2	1	1	21	46	245	12	279
	57.06%	60.43%	53.02%	55.36%	81.25%	40.00%	100.00%	100.00%	70.00%	90.20%	53.38%	75.00%	56.48%
	510	278	232	457	16	5	1	1	30	51	459	16	494

<b>****11%</b> <b>Fewer students were tested in Spring than in Fall.</b>	<b>Fall 52.09% to Spring 42.95% does not equal 18%</b>	<b>Fall 46.88% to Spring 39.57% does not equal 20%</b>	<b>Fall 58.66% to Spring 46.99% does not equal 12%</b>	<b>Fall 53.91% to Spring 44.64% does not equal 16%</b>	<b>Fall 27.27% to Spring 18.75% does not equal 20%</b>	*	*	*	<b>Fall 36.36% to Spring 30% does not equal 20%</b>	<b>Fall 5.55% to Spring 9.8% does not equal 20%</b>	<b>Fall 56.92% to Spring 46.62% does not equal 14.1%</b>	<b>Fall 47.37% to Spring 25% does not equal 20%.</b>	<b>Fall 52.26% to Spring 43.52% does not equal 12%</b>
	<b>9.14%</b>	<b>7.31%</b>	<b>11.67%</b>	<b>9.27%</b>	<b>8.52%</b>				<b>6.36</b>	<b>4%</b>	<b>10.30%</b>	<b>22.37%</b>	<b>8.74%</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 – Spring 2022											
Rating	Number	Gender		Race				Economically Disadvantaged		Special Education	
		Male	Female	White	Black	Two or More Races	Not Reported	Yes	No	Yes	No
Advanced	1063	562	501	961	31	61	78	283	780	79	984
	31.39%	32.62%	30.13%	32.59%	21.09%	22.18%		23.43%	35.81%	14.42%	34.67%
Proficient	656	321	335	582	18	56		220	436	59	597
	19.37%	18.63%	20.14%	19.74%	12.24%	20.36%		18.21%	20.02%	10.77%	21.04%
Basic	1179	597	582	1011	61	104		491	688	207	972
	34.82%	34.65%	35.0%	34.28%	41.5%	37.82%		40.65%	31.59%	37.77%	34.25%
Below Basic	488	243	245	395	37	54		214	274	203	285
	14.41%	14.1%	14.73	13.39%	25.17%	19.64%		17.72%	12.58%	37.04%	10.04%
	3386	1723	1663	2949	147	275	78	1208	2178	548	2838
End of Year Target Increase % Advanced and Proficient combined	10%	10%	10%	10%	15%	15%		15%	10%	15%	10%

Secondary Math and Outcome Data (Middle School)

ACPS Grade 6 Mathematics Fall 2021 (Cohort Graduating 2028)													
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
<b>Advanced</b>	12	10	2	8	0	3	0	0	1	1	11	0	12
	2.23%	3.58%	0.78%	1.65%	0.00%	50.00%	0.00%	0.00%	2.86%	1.11%	2.46%	0.00%	2.24%
<b>Proficient</b>	39	25	14	38	0	1	0	0	0	1	38	0	39
	7.25%	8.96%	5.43%	7.85%	0.00%	16.67%	0.00%	0.00%	0.00%	1.11%	8.48%	0.00%	7.29%
<b>Basic</b>	118	68	49	107	1	2	0	0	8	10	108	0	118
	21.93%	24.37%	18.99%	22.11%	9.09%	33.33%	0.00%	0.00%	22.86%	11.11%	24.11%	0.00%	22.06%
<b>Below Basic</b>	369	176	193	331	10	0	0	2	26	78	291	3	366
	68.59%	63.08%	74.81%	68.39%	90.91%	0.00%	0.00%	100.00%	74.29%	86.67%	64.96%	100.00%	68.41%
	538	279	258	484	11	6	0	2	35	90	448	3	535
Grade 6 Spring 2022 (Cohort Graduating 2028)													
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
<b>Advanced</b>	68	46	21	58	0	4	0	0	6	3	65	0	68
	12.83%	16.37%	8.47%	12.42%	0.00%	80.00%	0.00%	0.00%	13.95%	3.75%	14.44%	0.00%	12.90%
<b>Proficient</b>	123	61	62	114	3	0	0	0	6	7	116	1	122
	23.21%	21.71%	25.00%	24.41%	23.08%	0.00%	0.00%	0.00%	13.95%	8.75%	25.78%	33.33%	23.15%
<b>Basic</b>	123	67	56	113	4	0	0	0	6	12	111	0	123
	23.21%	23.84%	22.58%	24.20%	30.77%	0.00%	0.00%	0.00%	13.95%	15.00%	24.67%	0.00%	23.34%
<b>Below Basic</b>	216	107	109	182	6	1	0	2	25	58	158	2	214
	40.75%	38.08%	43.95%	38.97%	46.15%	20.00%	0.00%	100.00%	58.14%	72.50%	35.11%	66.67%	40.61%
	530	281	248	467	13	5	0	2	43	80	450	3	527
End of Year Target Increase % at Proficient & Advanced combined by	20%	20%	20%	25%	10%	*	*	*	10%	10%	25%	*	20%
% of Change	26.56%	25.54%	27.26%	27.33%	23.08%				25.05%	10.28%	29.29%		26.52%
Target Met Y/N	Yes	Yes	Yes	Yes	Yes				Yes	Yes	Yes		Yes
ACPS Grade 6 Mathematics - Percentage Change From Fall 2021 to Spring 2022 (Cohort Graduating 2028)													
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
<b>Advanced</b>	10.60%	12.79%	7.69%	10.77%	0.00%	30.00%	0	0.00%	11.10%	2.64%	11.99%	0.00%	10.66%

<b>Proficient</b>	15.96%	12.75%	19.57%	16.56%	23.08%	-16.67%	0	0.00%	13.95%	7.64%	17.30%	33.33%	15.86%
<b>Basic</b>	1.27%	-0.53%	3.59%	2.09%	21.68%	-33.33%	0	0.00%	-8.90%	3.89%	0.56%	0.00%	1.28%
<b>Below Basic</b>	-27.83%	-25.00%	-30.85%	-29.42%	-44.76%	20.00%	0	0.00%	-16.15%	-14.17%	-29.84%	-33.33%	-27.80%
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 Education		504	
		Male	Female	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Yes	No	Yes	No
Advanced	15	9	6	13	0	2	0	0	0	1	14	0	15
	2.71%	2.91%	2.45%	2.60%	0.00%	40.00%	0.00%	0.00%	0.00%	1.20%	2.97%	0.00%	2.82%
Proficient	26	15	11	22	1	2	0	1	0	1	25	2	24
	4.69%	4.85%	4.49%	4.40%	7.69%	40.00%	0.00%	33.33%	0.00%	1.20%	5.31%	9.52%	4.51%
Basic	134	74	60	123	2	1	0	0	8	6	128	5	129
	24.19%	23.95%	24.49%	24.60%	15.38%	20.00%	0.00%	0.00%	24.24%	7.23%	27.18%	23.81%	24.25%
Below Basic	379	211	168	342	10	0	0	2	25	75	304	14	364
	68.41%	68.28%	68.57%	68.40%	76.92%	0.00%	0.00%	66.67%	75.76%	90.36%	64.54%	66.67%	68.42%
	554	309	245	500	13	5	0	3	33	83	471	21	532
Grade 7 Spring 2022 (Cohort Graduating 2027)													
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
Advanced	57	28	29	50	0	0	0	1	6	3	54	1	56
	10.54%	9.06%	12.50%	10.22%	0.00%	0.00%	0.00%	33.33%	15.79%	4.00%	11.59%	5.00%	10.75%
Proficient	135	77	58	122	5	1	0	0	7	8	127	5	130
	24.95%	24.92%	25.00%	24.95%	50.00%	100.00%	0.00%	0.00%	18.42%	10.67%	27.25%	25.00%	24.95%
Basic	137	81	56	131	1	0	0	1	4	14	123	6	131
	25.32%	26.21%	24.14%	26.79%	10.00%	0.00%	0.00%	33.33%	10.53%	18.67%	26.39%	30.00%	25.14%
Below Basic	212	123	89	186	4	0	0	1	21	50	162	8	204
	39.19%	39.81%	38.36%	38.04%	40.00%	0.00%	0.00%	33.33%	55.26%	66.67%	34.76%	40.00%	39.16%
	541	309	232	489	10	1	0	3	38	75	466	20	521
End of Year Target Increase % at Proficient & Advanced combined by	20%	20%	20%	25%	10%	*	*	*	10%	10%	25%	10%	20%
% of Change	28.09%	26.21%	30.56%	28.17%	42.31%				34.21%	12.26%	30.57%	20.48	28.37%
Target Met Y/N	Yes	Yes	Yes	Yes	Yes				Yes	Yes	Yes	Yes	Yes
ACPS Grade 7 - Percentage Change from Fall 2021 to Spring 2022 (Cohort Graduating 2027)													
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
Advanced	7.83%	6.15%	10.05%	7.62%	0.00%	-40.00%	0	33.33%	15.79%	2.80%	8.62%	5.00%	7.93%



<b>Proficient</b>	20.26%	20.06%	20.51%	20.55%	42.31%	60.00%	0	-33.33%	18.42%	9.46%	21.95%	15.48%	20.44%
<b>Basic</b>	1.14%	2.27%	-0.35%	2.19%	-5.38%	-20.00%	0	33.33%	-13.72%	11.44%	-0.78%	6.19%	0.90%
<b>Below Basic</b>	-29.22%	-28.48%	-30.21%	-30.36%	-36.92%	0.00%	0	-33.33%	-20.49%	-23.69%	-29.78%	-26.67%	-29.27%
End of Year Target Increase % at Proficient & Advanced combined by	20%	20%	20%	25%	10%				10%	10%	25%	10%	20%

ACPS Grade 8 Mathematics Fall 2021 (Cohort Graduating 2026)													
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
<b>Advanced</b>	15	6	9	15	0	0	0	0	0	0	15	0	15
	2.65%	2.11%	3.21%	3.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	3.01%	0.00%	2.69%
<b>Proficient</b>	57	30	27	52	0	2	0	0	3	2	55	1	56
	10.09%	10.53%	9.64%	10.40%	0.00%	40.00%	0.00%	0.00%	8.82%	3.03%	11.04%	12.50%	10.05%
<b>Basic</b>	138	65	73	122	6	2	0	1	7	4	133	4	134
	24.42%	22.81%	26.07%	24.40%	27.27%	40.00%	0.00%	33.33%	20.59%	6.06%	26.71%	50.00%	24.06%
<b>Below Basic</b>	355	184	171	311	16	1	1	2	24	60	295	3	352
	62.83%	64.56%	61.07%	62.20%	72.73%	20.00%	100.00%	66.67%	70.59%	90.91%	59.24%	37.50%	63.20%
	565	285	280	500	22	5	1	3	34	66	498	8	557
Grade 8 Spring 2022 (Cohort Graduating 2026)													
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
<b>Advanced</b>	33	15	18	28	1	2	0	0	2	1	32	1	32
	6.13%	5.64%	6.62%	5.86%	5.56%	50.00%	0.00%	0.00%	5.41%	1.69%	6.69%	12.50%	6.04%
<b>Proficient</b>	79	37	42	73	3	1	0	0	2	2	77	0	79
	14.68%	13.91%	15.44%	15.27%	16.67%	25.00%	0.00%	0.00%	5.41%	3.39%	16.11%	0.00%	14.91%
<b>Basic</b>	182	85	97	166	5	1	1	0	9	9	173	5	177
	33.83%	31.95%	35.66%	34.73%	27.78%	25.00%	100.00%	0.00%	24.32%	15.25%	36.19%	62.50%	33.40%
<b>Below Basic</b>	244	129	115	211	9	0	0	0	24	47	196	2	242
	45.35%	48.50%	42.28%	44.14%	50.00%	0.00%	0.00%	0.00%	64.86%	79.66%	41.00%	25.00%	45.66%
	538	266	272	478	18	4	1	0	37	59	478	8	530
End of Year Target Increase % at Proficient & Advanced combined by	20%	20%	20%	25%	10%	*	*	*	10%	10%	25%	*	
% of Change	8.08%	6.91%	9.20%	7.73%	22.23%				1.99%	2.05%	8.74%		8.19%
Target Met Y/N	No	No	No	No	Yes				No	No	No		No
ACPS Grade 8 Mathematics - Percentage Change From Fall 2021 to Spring 2022 (Cohort Graduating 2026)													
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
<b>Advanced</b>	3.48%	3.53%	3.40%	2.86%	5.56%	50.00%	0.00%	0	5.41%	1.69%	3.68%	12.50%	3.34%

<b>Proficient</b>	4.60%	3.38%	5.80%	4.87%	16.67%	-15.00%	0.00%	0	-3.42%	0.36%	5.06%	-12.50%	4.85%
<b>Basic</b>	9.40%	9.15%	9.59%	10.33%	0.51%	-15.00%	100.00%	0	3.74%	9.19%	9.49%	12.50%	9.34%
<b>Below Basic</b>	-17.48%	-16.07%	-18.79%	-18.06%	-22.73%	-20.00%	-100.00%	0	-5.72%	-11.25%	-18.23%	-12.50%	-17.54%
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 Education		504	
		Male	Female	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Yes	No	Yes	No
Advanced	15	9	6	13	0	2	0	0	0	0	15	0	15
	6.36%	8.11%	4.80%	6.05%	0.00%	50.00%	0.00%	0.00%	0.00%	0.00%	6.76%	0.00%	6.49%
Proficient	73	42	31	70	0	1	0	0	2	4	69	2	71
	30.93%	37.84%	24.80%	32.56%	0.00%	25.00%	0.00%	0.00%	25.00%	30.77%	31.08%	40.00%	30.74%
Basic	85	39	46	73	5	1	0	1	5	7	77	2	83
	36.02%	35.14%	36.80%	33.95%	62.50%	25.00%	0.00%	100.00%	62.50%	53.85%	34.68%	40.00%	35.93%
Below Basic	63	21	42	59	3	0	0	0	1	2	61	1	62
	26.69%	18.92%	33.60%	27.44%	37.50%	0.00%	0.00%	0.00%	12.50%	15.38%	27.48%	20.00%	26.84%
	236	111	125	215	8	4	0	1	8	13	222	5	231
Middle School: Algebra 1 - Spring 2022													
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
Advanced	33	14	19	30	0	2	0	0	1	0	33	0	33
	14.10%	13.08%	14.96%	13.95%	0.00%	50.00%	0.00%	0.00%	12.50%	0.00%	14.80%	0.00%	14.41%
Proficient	84	40	44	77	3	1	0	0	3	3	81	4	80
	35.90%	37.38%	34.65%	35.81%	42.86%	25.00%	0.00%	0.00%	37.50%	30.00%	36.32%	80.00%	34.93%
Basic	76	37	39	69	4	1	0	0	2	1	75	1	75
	32.48%	34.58%	30.71%	32.09%	57.14%	25.00%	0.00%	0.00%	25.00%	10.00%	33.63%	20.00%	32.75%
Below Basic	41	16	25	39	0	0	0	0	2	6	34	0	41
	17.52%	14.95%	19.69%	18.14%	0.00%	0.00%	0.00%	0.00%	25.00%	60.00%	15.25%	0.00%	17.90%
	234	107	127	215	7	4	0	0	8	10	223	5	229
End of Year Target Increase % at Proficient & Advanced combined by	20%	20%	20%	25%	*	*	*	*	*	*	25%	*	20%
% of Change	12.72%	4.53%	20.01%	11.17%							13.28%		12.12%
Target Met Y/N	No	No	Yes	No							No		No
Middle School: Algebra 1 - Percentage Change From Fall 2021 to Spring 2022													
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
Advanced	7.75%	4.98%	10.16%	7.91%	0.00%	0.00%	0	0	12.50%	0.00%	8.04%	0.00%	7.92%

<b>Proficient</b>	4.97%	-0.45%	9.85%	3.26%	42.86%	0.00%	0	0	12.50%	-0.77%	5.24%	40.00%	4.20%
<b>Basic</b>	-3.54%	-0.56%	-6.09%	-1.86%	-5.36%	0.00%	0	-1	-37.50%	-43.85%	-1.05%	-20.00%	-3.18%
<b>Below Basic</b>	-9.17%	-3.97%	-13.91%	-9.30%	-37.50%	0.00%	0	0	12.50%	44.62%	-12.23%	-20.00%	-8.94%
End of Year Target Increase % at Proficient & Advanced combined by	20%	20%	20%	25%							25%		20%

Secondary Math and Outcome Data (High School)

ACPS Algebra 1 and Integrated Algebra - Grades 9 and 10 - Fall 2021													
Rating	Number	Gender		Race						Special Education		504	
		Male	Female	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska	Two or more races	Yes	No	Yes	No
<b>Advanced</b>	30	16	14	29	1	0	0	0	0	2	28	2	28
	5.84%	5.30%	6.60%	6.40%	4.35%	0.00%	0.00%	0.00%	0.00%	2.33%	6.54%	14.29%	5.60%
<b>Proficient</b>	78	40	38	68	6	1	0	0	3	9	69	4	74
	15.18%	13.25%	17.92%	15.01%	26.09%	50.00%	0.00%	0.00%	8.33%	10.47%	16.12%	28.57%	14.80%
<b>Basic</b>	145	85	60	133	4	0	0	0	8	27	118	4	141
	28.21%	28.15%	28.30%	29.36%	17.39%	0.00%	0.00%	0.00%	22.22%	31.40%	27.57%	28.57%	28.20%
<b>Below Basic</b>	261	161	100	223	12	1	0	0	25	48	213	4	257
	50.78%	53.31%	47.17%	49.23%	52.17%	50.00%	0.00%	0.00%	69.44%	55.81%	49.77%	28.57%	51.40%
	514	302	212	453	23	2	0	0	36	86	428	14	500
ACPS Algebra 1 and Integrated Algebra - Grades 9 and 10 - Spring 2022													
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
<b>Advanced</b>	40	19	21	38	1	0	0	0	1	5	35	3	37
	8.85%	7.09%	11.41%	9.48%	6.67%	0.00%	0.00%	0.00%	2.86%	6.49%	9.33%	23.08%	8.43%
<b>Proficient</b>	106	60	46	101	1	0	0	0	4	15	91	1	105
	23.45%	22.39%	25.00%	25.19%	6.67%	0.00%	0.00%	0.00%	11.43%	19.48%	24.27%	7.69%	23.92%
<b>Basic</b>	108	62	46	96	2	1	0	0	9	23	85	3	105
	23.89%	23.13%	25.00%	23.94%	13.33%	100.00%	0.00%	0.00%	25.71%	29.87%	22.67%	23.08%	23.92%
<b>Below Basic</b>	198	127	71	166	11	0	0	0	21	34	164	6	192
	43.81%	47.39%	38.59%	41.40%	73.33%	0.00%	0.00%	0.00%	60.00%	44.16%	43.73%	46.15%	43.74%
	452	268	184	401	15	1	0	0	35	77	375	13	439
End of Year Target Increase % at Proficient & Advanced combined by	20%	20%	20%	25%	10%	*	*	*	10%	10%	20%	*	20%
% of Change	11.29%	10.93%	11.89%	13.25%	-17.10%				5.96%	13.19%	10.94%		11.95%
Target Met Y/N	No	No	No	No	No				No	Yes	No		No

ACPS Algebra 1 and Integrated Algebra - Grades 9 and 10 - Percentage Change from Fall 2021 to Spring 2022													
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
<b>Advanced</b>	3.01%	1.79%	4.81%	3.07%	2.32%	0.00%	0	0	2.86%	4.17%	2.79%	8.79%	2.83%
<b>Proficient</b>	8.28%	9.14%	7.08%	10.18%	-19.42%	-50.00%	0	0	3.10%	9.02%	8.15%	-20.88%	9.12%
<b>Basic</b>	-4.32%	-5.01%	-3.30%	-5.42%	-4.06%	100.00%	0	0	3.49%	-1.53%	-4.90%	-5.49%	-4.28%
<b>Below Basic</b>	-6.97%	-5.92%	-8.58%	-7.83%	21.16%	-50.00%	0	0	-9.44%	-11.66%	-6.03%	17.58%	-7.66%
End of Year Target Increase % at Proficient & Advanced combined by	20%	20%	20%	25%	10%				10%	10%	20%		20%

## Science

### \*Elementary Science

100% of Allegany County teachers in grades K-5 Covered ech Science and Engineering Practice a minimum of 5 times during the 2021-2022 academic year.

### \*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%
Total	1814	954	859	1598	58	18	*	*	119	260	1554	36	1745
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%
Total	619	323	295	546	17	*	*	*	46	96	523	*	582
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%
Total	604	338	266	527	21	*	*	*	36	87	517	23	581



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 Spring 2022  
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	1202	589	613	1088	26	18	*	*	67	68	1116	25	1177
%	66.37%	61.61%	71.70%	67.83%	47.27%	94.74%	**	**	52.76%	38.64%	68.59%	62.50%	66.46%
On	372	232	140	323	18	*	*	*	27	64	313	14	358
%	20.54%	24.27%	16.37%	20.14%	32.73%	**	**	**	21.26%	36.36%	19.24%	35.00%	20.21%
Below	237	135	102	193	11	*	*	*	33	44	198	*	236
%	13.09%	14.12%	11.93%	12.03%	20.00%	**	**	**	25.98%	25.00%	12.17%	**	13.33%
Total	1811	956	855	1604	55	19	*	*	127	176	1627	40	1771

**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	469	245	224	420	10	*	*	*	30	25	426	*	468
%	75.52%	74.70%	76.45%	77.06%	55.56%	**	**	**	62.50%	39.68%	77.45%	**	75.97%
On	107	52	55	88	*	*	*	*	11	23	89	*	104
%	17.23%	15.85%	18.77%	16.15%	**	**	**	**	22.92%	36.51%	16.18%	**	16.88%
Below	45	31	14	37	*	*	*	*	*	15	35	*	44
%	7.25%	9.45%	4.78%	6.79%	**	**	**	**	**	23.81%	6.36%	**	7.14%
Total	621	328	293	545	18	*	*	*	48	63	550	*	616

**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	338	170	168	310	*	*	*	*	16	20	318	17	321
%	57.48%	51.52%	65.12%	58.60%	**	**	**	**	44.44%	33.90%	60.11%	70.83%	56.91%
On	151	109	42	138	*	*	*	*	8	25	126	*	144
%	25.68%	33.03%	16.28%	26.09%	**	**	**	**	22.22%	42.37%	23.82%	**	25.53%
Below	99	51	48	81	*	*	*	*	12	14	85	*	99
%	16.84%	15.45%	18.60%	15.31%	**	**	**	**	33.33%	23.73%	16.07%	**	17.55%
Total	588	330	258	529	16	*	*	*	36	59	529	24	564

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	395	174	221	358	10	*	*	*	21	23	372	*	388
%	65.61%	58.39%	72.70%	67.55%	47.62%	**	**	**	48.84%	42.59%	67.88%	**	65.65%
On	114	71	43	97	*	*	*	*	8	16	98	*	110
%	18.94%	23.83%	14.14%	18.30%	**	**	**	**	18.60%	29.63%	17.88%	**	18.61%
Below	93	53	40	75	*	*	*	*	14	15	78	*	93
%	15.45%	17.79%	13.16%	14.15%	**	**	**	**	32.56%	27.78%	14.23%	**	15.74%
Total	602	298	304	530	21	*	*	*	43	54	548	11	591

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			

**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	908	419	489	815	25	13	*	*	54	52	856	20	888
%	55.40%	47.61%	64.43%	55.86%	44.64%	81.25%	**	**	51.92%	46.02%	56.09%	39.22%	55.92%
On	472	295	177	421	14	*	*	*	31	31	441	18	454
%	28.80%	33.52%	23.32%	28.86%	25.00%	**	**	**	29.81%	27.43%	28.90%	35.29%	28.59%
Below	259	166	93	223	17	*	*	*	19	30	229	13	246
%	15.80%	18.86%	12.25%	15.28%	30.36%	**	**	**	18.27%	26.55%	15.01%	25.49%	15.49%
Total	1639	880	759	1459	56	16	*	*	104	113	1526	51	1588

**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	300	153	147	268	*	*	*	*	22	15	285	*	292
%	54.74%	47.66%	64.76%	54.36%	**	**	**	**	62.86%	44.12%	55.45%	**	54.68%
On	155	110	45	143	*	*	*	*	*	*	146	*	152
%	28.28%	34.27%	19.82%	29.01%	**	**	**	**	**	**	28.40%	**	28.46%
Below	93	58	35	82	*	*	*	*	*	10	83	*	90
%	16.97%	18.07%	15.42%	16.63%	**	**	**	**	**	29.41%	16.15%	**	16.85%
Total	548	321	227	493	18	*	*	*	35	34	514	14	534

**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	311	136	175	277	*	*	*	*	18	24	287	*	303
%	55.94%	47.22%	65.30%	57.11%	**	**	**	**	42.86%	46.15%	56.94%	**	56.64%
On	145	89	56	123	*	*	*	*	15	15	130	*	138
%	26.08%	30.90%	20.90%	25.36%	**	**	**	**	35.71%	28.85%	25.79%	**	25.79%
Below	100	63	37	85	*	*	*	*	*	13	87	*	94
%	17.99%	21.88%	13.81%	17.53%	**	**	**	**	**	25.00%	17.26%	**	17.57%
Total	556	288	268	485	20	*	*	*	42	52	504	21	535

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	297	130	167	270	*	*	*	*	14	13	284	*	293
%	55.51%	47.97%	63.26%	56.13%	**	**	**	**	51.85%	48.15%	55.91%	**	56.45%
On	172	96	76	155	*	*	*	*	*	*	165	*	164
%	32.15%	35.42%	28.79%	32.22%	**	**	**	**	**	**	32.48%	**	31.60%
Below	66	45	21	56	*	*	*	*	*	*	59	*	62
%	12.34%	16.61%	7.95%	11.64%	**	**	**	**	**	**	11.61%	**	11.95%
Total	535	271	264	481	18	*	*	*	27	27	508	16	519



## Secondary Science Outcome Data

Grade	Projected Student Outcome	Actual Student Outcome	Results
	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	<p>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.</p>	<p>ABOVE GRADE LEVEL - The Q4 averages for 6th grade science students being above grade level were as follows: for White students - 77.06%, for Black students - 55.56%, and for students that are two or more races - 62.5%.</p>	<p>By the end of the school year (Q4), the goal was to reduce the gap between White students and Black students (1.5% gap) by 0.5% or more. This goal was not achieved. The gap actually increased to over a 22% difference. By the end of the school year (Q4), the goal was to reduce the gap between White students and students that are two or more races (4% gap) by 2% or more. This goal was not achieved. The gap actually increased to almost 15% difference.</p>
	<p>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.</p>	<p>ON GRADE LEVEL - The Q4 averages for 6th grade science students being on grade level were as follows: for White students - 16.15%, and for students that are two or more races - 22.92%. B</p>	<p>By the end of the school year (Q4), the goal was to reduce the gap between White students and students that are two or more races (7% gap) by 3% or more. This goal was achieved. Students that identified as 2 or more races exceeded the number of on grade level white students by almost 7%.</p>
	<p>BELOW GRADE LEVEL - Not enough Data to compare.</p>	<p>BELOW GRADE LEVEL - Not enough Data to compare.</p>	<p>BELOW GRADE LEVEL - Not enough Data to compare.</p>
	<p>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.</p>	<p>SPECIAL EDUCATION - The percentage of non-Special Education was 93.63% and the percentage of Special Education students on grade level or above was 76.19%.</p>	<p>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. This goal was not achieved. The gap increased to over 17%.</p>
	<p>504 - Not enough Data to compare.</p>	<p>504 - Not enough Data to compare.</p>	<p>504 - Not enough Data to compare.</p>
7th Grade	<p>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.</p>	<p>ABOVE GRADE LEVEL - The Q4 averages for 7th grade science students being above grade level were as follows: for White students - 84.69%, for Black students - 75%, and for students that are two or more races - 66.66%. 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.</p>	<p>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. This portion of the goal was achieved as the difference was reduced to under 10%. 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. This portion of the goal was achieved as the difference was reduced to around 18%.</p>
	<p>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.</p>	<p>ON GRADE LEVEL - The Q4 averages for 7th grade science students being on grade level were as follows: for White students - 26.09%, and for students that are two or more races - 22.22%.</p>	<p>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. This goal was achieved as the gap ended up less than 4%.</p>
	<p>BELOW GRADE LEVEL - Not enough Data to report</p>	<p>BELOW GRADE LEVEL - Not enough Data to report</p>	<p>BELOW GRADE LEVEL - Not enough Data to compare.</p>
	<p>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.</p>	<p>SPECIAL EDUCATION - The percentage of non-Special Education was 83.93% and the percentage of Special Education students on grade level or above was 76.27%.</p>	<p>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. The gap was reduced to 7.66% but did not quite achieve the intended goal.</p>
	<p>504 - Not enough Data to report</p>	<p>504 - Not enough Data to report</p>	<p>504 - Not enough Data to compare.</p>



8th Grade	<p>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.</p>	<p>ABOVE GRADE LEVEL - The Q4 averages for 8th grade science students being above grade level were as follows: for White students - 67.55%, for Black students - 47.62%, and for students that are two or more races - 48.84%.</p>	<p>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. This goal was not achieved as the gap increased to almost 20%. 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. This portion of the goal was achieved as the gap was reduced to 18.71% difference.</p>
	ON GRADE LEVEL - Not enough Data to compare.	ON GRADE LEVEL - Not enough Data to compare.	ON GRADE LEVEL - Not enough Data to compare.
	<p>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.</p>	<p>BELOW GRADE LEVEL - The Q4 averages for 8th grade science students being below grade level were as follows: for White students - 14.15%, and for students that are two or more races - 32.56%.</p>	<p>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. This was not achieved as the gap between the two categories did not change.</p>
	<p>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.</p>	<p>SPECIAL EDUCATION - The percentage of non-Special Education was 85.76% and the percentage of Special Education students on grade level or above was 72.22%.</p>	<p>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. This goal was not achieved as the gap increased to 13.5%.</p>
ESS	504 - Not enough Data to compare.	504 - Not enough Data to compare.	504 - Not enough Data to compare.
	<p>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.</p>	<p>ABOVE GRADE LEVEL - The Q4 averages for ESS science students being above grade level were as follows: for White students - 54.36%, for Black students - 44.44%, and for students that are two or more races - 62.86%.</p>	<p>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. This portion of the goal was not achieved as the gap was reduced by less than 1%. 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. This portion was achieved as the % of 2 or more race students exceeded white students in this category by 8.5%.</p>
	ON GRADE LEVEL - The rates between white students and two or more races are essentially equivalent. Not enough Data to compare.	ON GRADE LEVEL - The rates between white students and two or more races are increased to almost 7%.	ON GRADE LEVEL - Although there was no goal in this category, the result was not positive.
	<p>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.</p>	<p>BELOW GRADE LEVEL - The Q4 averages for ESS science students being below grade level were as follows: for White students - 16.63%, for Black students - 33.33%, and for students that are two or more races - 14.29%.</p>	<p>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. This portion of the goal was not achieved as the gap increased to 16.7%. 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. This portion of the goal was achieved as the gap was reduced to 2.34%.</p>
	<p>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.</p>	<p>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.</p>	
	504 - Not enough Data to compare.	504 - Not enough Data to compare.	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.	ABOVE GRADE LEVEL - The Q4 averages for Biology science students being above grade level were as follows: for White students - 57.11%, and for students that are two or more races -42.86%.	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. This goal was not achieved as the gap increased to almost 15%
	ON GRADE LEVEL - Not enough Data to compare.	ON GRADE LEVEL - Not enough Data to compare.	ON GRADE LEVEL - Not enough Data to compare.
	BELOW GRADE LEVEL - Not enough Data to compare.	BELOW 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.	SPECIAL EDUCATION - The percentage of non-Special Education was 82.73% and the percentage of Special Education students on grade level or above was 75%.	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. The gap was reduced to 7.73% but it did not meet the goal of a 3% reduction.
	504 - Not enough Data to compare.	504 - Not enough Data to compare.	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.	ABOVE GRADE LEVEL - The Q4 averages for Chemistry science students being above grade level were as follows: for White students - 56.13%, for Black students - 50%, and for students that are two or more races - 51.85%.	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. The gap was reduced to 6.13 but did not meet the goal of a 3% reduction. 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. The gap was reduced to 6.13 but did not meet the goal of a 2% reduction.
	ON GRADE LEVEL - Not enough Data to compare.	ON GRADE LEVEL - Not enough Data to compare.	ON GRADE LEVEL - Not enough Data to compare.
	BELOW GRADE LEVEL - Not enough Data to compare.	BELOW 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.	SPECIAL EDUCATION - The percentage of non-Special Education was 88.39% and the percentage of Special Education students on grade level or above was 74.08%.	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. This goal was achieved as the difference between groups was reduced to 14.31%
	504 - Not enough Data to compare.	504 - Not enough Data to compare.	504 - Not enough Data to compare.

Key				
Goal was not achieved	Partial Attainment	Goal was achieved	Goal stayed the same or not enough data to compare	No goal set

## **SEL**

Data charts are not available at this time.

## **Social Studies**

Elementary Social Studies - The “1st Quarter Primary Source Feedback Data” can now be accessed via the following link. The linked document also contains feedback for the 2nd, 3rd, and 4th marking periods.

[Elementary Social Studies Primary Source Feedback Data - Click here](#)

Secondary Social Studies - The “Grade Chart” and the “Projected Student Outcome Chart” can now be accessed via the following link. Additional data (i.e. 4th quarter grades) is also included in the linked document.

[Secondary Social Studies Outcome Data - Click here](#)