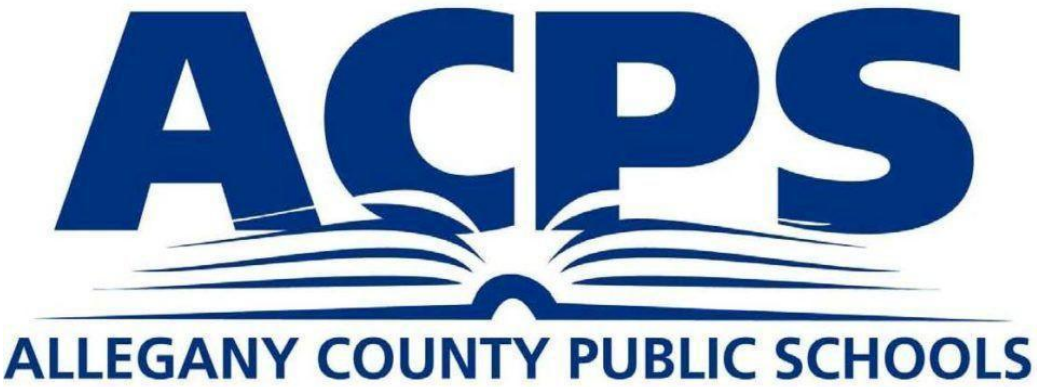

2022-2023

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 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.

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.

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

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

- Board of Education Representatives
- Senior Staff Members
- Instructional Supervisors
- Central Office Support Staff
- School-Based Leaders

- Parents
- Students
- Teachers
- Allegany County Education Association
- Public Information Officer

Transportation

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

Cleaning and Disinfecting

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

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, Letter and Number ID Screener,
Math Assessments
K - DIBELS/mClass Screener
KRA
Gr. 1 - mClass DIBELS Screener
Superkids Beginning of Year Assessment
Gr. 2 - mClass DIBELS Screener
Superkids Beginning of Year Assessment
Gr. 3 - mClass DIBELS Screener
Amplify CKLA BOY, MOY, and EOY Assessment
Gr. 4 - mClass DIBELS Screener
Amplify CKLA BOY, MOY, and EOY Assessment
Gr. 5 - mClass DIBELS Screener
Amplify CKLA BOY, MOY, and EOY
Assessment

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).

Fundations

ACPS uses the Wilson Fundations 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 Fundations 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_Fundations_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

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.)

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 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, i-Ready 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.

HMH Growth Measure

ACPS uses the HMH Growth Measure as a universal screener for all students in Grades 6 through 8. HMH Growth Measure 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.

i-Ready

ACPS uses i-Ready 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. i-Ready meets ESSA Promising 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 (Updated Feb 2023)

Each middle school grade 6th, 7th, and 8th will compare course grades in science classes from the fall 2022-23 SY (S1) and the spring 2022-23 SY (S2). Each semester 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 (Updated February 2023)

Each ACPS NGSS required high school course (ESS, Bio, Chem) will compare course grades in science classes from the fall 2022-23 SY (S1) and the spring 2022-23 SY (S2). Each semester 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

Date	Process to be completed	Tools / Materials Necessary	Professional Learning
9/6 - 9/20	Screener Administration K-5 mClass DIBELS 8 4-5 Reading Inventory as requested Secondary screeners administered as needed to narrow down skill deficits	mClass digital access touch screen device RI Access PAST screener, QPS	mClass implementation with trainers Follow-up support by literacy coaches
9/21 - 9/29	Initial Collaborative Data	K-3 mClass Reports	MTSS Training with

Date	Process to be completed	Tools / Materials Necessary	Professional Learning
	Meetings (literacy coach, intervention teacher, classroom teachers, principal) Determine intervention and plan for Progress Monitoring	4-5 RI Reports Intervention Cycle Meeting Notes pages ACPS Tiered Literacy Program options	principals / coaches / interventionists
9/20-10/1	Identified Intervention / Supplemental Instruction begins with scheduled progress monitoring	Tiered literacy materials, resources and programs	Literacy Coaches provide support to classroom teachers for any needed program /resource training
11/30 - 12/9	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
1/9-1/24	Screener Administration -2 K-3 mClass DIBELS8 4-5 DIBELS as needed/ RI Secondary screeners administered as needed to narrow down skill deficits	mClass digital access touch screen device RI Access PAST, QPS screener	mClass Suggested intervention lessons
1/25 - 2/3	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
2/6 (or before)	Continuation of Intervention / Supplemental Instruction plan OR New plan developed and implemented based on data	Tiered literacy materials, resources and programs	Literacy Coaches provide support to classroom teachers for any needed program/resource training

Date	Process to be completed	Tools / Materials Necessary	Professional Learning
	meetings		
3/27 - 4/4	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
5/8 - 5/19	Screener Administration -3 K-3 mClass DIBELS 8 4,5 DIBELS as needed 4-5 Reading Inventory	mClass digital access touch screen device RI Access PAST, QPS screener	Evaluating effectiveness of supplemental instruction / interventions
5/22 - 5/31	Collaborative Data Meetings Individual student progress documented School wide data compiled	Intervention Cycle Meeting Notes Pages mClass Reports RI Reports Progress Monitoring Data Classroom / core program data	Create plans for identified areas of need for literacy PD in summer / early fall.

Elementary Mathematics Screening/Intervention Timeline

Date	Process to be Completed	Tools / Materials Necessary	Professional Learning
September	-The implementation of *iReady* will begin as soon as the first diagnostic assessment is completed and individual pathways are established.	-computer access - *iready* program	-PD provided by Curriculum Associates on the utilization of the program -weekly grade level team meetings to include

Date	Process to be Completed	Tools / Materials Necessary	Professional Learning
			adjusting individual pathways
January	-Second iReady diagnostic assessment --Mid-year diagnostic test will evaluate progress in achieving the identified goal.	-computer access - *iready* 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 *iReady* for a typical year.	-computer access - *iready* program	-weekly grade level team meetings to include adjusting individual pathways

Middle School Mathematics and ELA Screening / Intervention Timeline

Date	Process to be Completed	Tools / Materials Necessary	Professional Learning
September	-Math (GM) and Reading (RI) Inventory -Identify students for Math 180 and Read 180/System 44 programs	-GM 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 GM, RI data and intervention placements -Bi-annual HMH Data meetings
January	-Math (GM) and Reading (RI) Inventory -Re-evaluate student placements in Math 180 and Read 180/System 44	-GM and RI digital access	-Data Analysis by Math and ELA Specialists -Department level meetings to discuss GM, RI data and intervention placements
May	-Math (GM) and Reading	-GM and RI digital	-Data Analysis by Math

Date	Process to be Completed	Tools / Materials Necessary	Professional Learning
	(RI) Inventory -Evaluate student progress for future placement in Math 180, Read 180, or subsequent intervention program	access	and ELA Specialists -Department level meetings to discuss GM, RI data and intervention placements -Bi-annual HMH data meetings

High School ELA Screening

Date	Process to be Completed	Tools / Materials Necessary	Professional Learning
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
January	-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 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)	**3-5**: 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. At the end of each quarter, teachers will complete a Google Form/Survey which will ask them to identify the	*King, B. (2022). *Maryland: An American adventure 1450-1790*. Gibbs Smith Education. *King, B. (2022). *Maryland: An American adventure 1780-Present*. Gibbs Smith Education. *National Archives and Records Administration. (n.d.). *Document analysis worksheets*. National Archives and Records Administration. Retrieved October 1, 2021, from https://www.archives.gov/education/lessons/works	● Teachers will review the online PD videos provided by DBQ Online. ● 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

Dates	Process to be Completed	Tools / Materials Necessary	Professional Learning
	areas the students struggled with when analyzing the primary source documents. Teachers will also be asked to indicate how they are going to address the areas of weakness going forward. In addition, quarterly grades will be reviewed at the district level. Since the primary source document analysis strengthens the skills and process of Standard 6.0, a standard that is incorporated into all units of study, it is the expectation that the overall average for the 4th quarter grade will increase a minimum of 3% from the overall average of the 1st quarter grade. Average quarterly grades of targeted subgroups will also be reviewed. **6-11**: 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	heets. *DBQ Online*. DBQ. (n.d.). Retrieved October 1, 2021, from https://www.dbqonline.com/instructor/.	take place. ● 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). ○ Next steps will be recommended. ● All teachers will meet on January 18, 2022 for Supervisor PD. During this meeting additional conservations surrounding students' performance will be discussed.

Dates	Process to be Completed	Tools / Materials Necessary	Professional Learning
	students with the DBQ process. At the end of each quarter, teachers will complete a Google Form/Survey which will ask them to identify the areas the students struggled with when writing the mini-DBQs (i.e. analysis, incorporation of evidence, thesis development, etc.). Teachers will also be asked to indicate how they are going to address the areas of weakness going forward. In addition, quarterly grades will be reviewed at the district level. Since the mini DBQ process strengthens the skills and process of Standard 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.		

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)	**6-11**: Each quarter, students will be provided with assignments focused on the Cross-cutting Concepts and Science and Engineering Practices. At the end of each quarter, teachers will share the results of their student grades on assignments with their selected department chair/department leader. The department chairs/leaders will meet to analyze and discuss the data in order to determine levels of growth and possible next steps. School-based team meetings will also be used to disaggregate and interpret the data.	● Discovery Education Techbooks ● Edcite Testing platform ● NearPod ● EdPuzzle ● ALBERT ● Labster ● Pivot ● Explore Learning Gizmos ● NewsELA ● TPT School Access	● 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. ○ Next steps will be recommended. ● All teachers will meet in January for Supervisor PD. During this meeting, additional conservations surrounding students' performance on the SEPs and CCCs.

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	Training done by the behavior specialists and

Date	Process to be completed	Tools / Materials Necessary	Professional Learning
		guides; posters for classrooms and schools	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	Aspen	MTSS intervention training support from behavior specialists and

Date	Process to be completed	Tools / Materials Necessary	Professional Learning
	students in need of MTSS interventions and monitor progress of implemented interventions.		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[1] and asynchronous[2] instruction and

instructional assignments, as well as expectations on grading, assessment, and learning expectations that are aligned to the ACPS BOE policy.

[1]***Synchronous Instruction:*** *A group of students is engaging in learning at the same time. The teacher and the student are engaged in video teleconferencing or live streaming.*

[2]***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.

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

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

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

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

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

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

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

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

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

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

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

Regardless of the instructional model (Distance Learning, Hybrid, or Traditional), the ACPS teachers will utilize components of the Gradual Release of Responsibility (GRR) to provide focused instruction, guided practice, and independent learning in all grades and content areas. While collaborative learning may be more challenging via distance learning, teachers will utilize Schoology tools to provide collaborative opportunities when the district is utilizing a fully virtual learning environment. Teachers have been trained on how to

differentiate instruction and provide break-out sessions for the students.

Achievement & Growth

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

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

School Climate & Culture

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

ACPS will ensure that distance learning/remote learning climates support student success and that such learning environments are welcoming, affirming, and positive. The ACPS will continue to identify any areas of disproportionality and identify root causes and strategies to eliminate any disparities. The ACPS will continue to ensure that counseling and mental health services are provided to meet social, emotional, and mental health needs.

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

Student Support Services and Mental Health

School Counselors:

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

School Psychologists:

- Assist with the coordination of school-wide SEL initiatives in order to support the social-emotional needs of students.
- Identify students with existing behavior plans, provide training and support to classroom teachers to accomplish successful implementation, and update the plan as needed.
- Special Education Support:

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

Pupil Personnel Workers (PPW's):

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

Mental Health Personnel:

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

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 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 truancies. 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 follows 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/3671. 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

Maryland

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. Questions about the guidance as it pertains to child care programs may be directed to Manjula Paul at manjula.paul1@maryland.gov.

Maryland

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.

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 CO2 levels as a proxy of ventilation. Levels in the 600-800 PPM range indicate very good ventilation. Portable CO2 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 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	• Staff or student/child should not attend or work in a school or child care setting • COVID-19 testing is recommended • If test is negative, may return when symptoms have improved, no fever for 24 hours without medication, and applicable criteria in the Communicable Diseases Summary have been met
Positive test for COVID-19, regardless of symptoms	• 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 • After day 5, may return if symptoms have improved and no fever for at least 24 hours without medication • Upon return, must wear a mask for 5 additional days (except while eating, drinking, sleeping or outside) • 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
Close contact with someone with known or suspected COVID-19 but no symptoms	• Staff or student/child can continue to work in or attend school and child care regardless of vaccination status • Those who can mask should do so for 10 days from the last day of exposure • A test at 3-5 days after exposure is recommended, especially for those who cannot mask (ex. children under 2 years of age).

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 Student Outcome and Projected Data

Kindergarten

Kindergarten 2021-2022 Baseline (Cohort Graduating 2034)															
Rating	Number	Gender		Race						Special		504	Farms	
		Male	Female	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Yes	No	Yes	Yes	No
Above Benchmark	60	28	31	52	1	0	0	0	7	5	55	0	13	47
	11%	12%	12%	13%	2%	0%			11%	15%	11%	*	5%	18%
At Benchmark	53	28	23	41	7	0	0	0	5	3	50	0	17	36
	10%	12%	9%	10%	15%	0%			8%	9%	10%	*	7%	13%
Below Benchmark	95	45	46	76	11	0	0	0	8	10	85	0	34	61
	18%	19%	17%	18%	23%	0%			13%	30%	17%	*	13%	23%
Well Below Benchmark	318	142	163	247	28	1	0	0	42	15	303	0	194	124
	60%	58%	62%	59%	60%	100%			68%	45%	61%	*	75%	46%
Total	526	243	263	416	47	1	0	0	62	33	493	0	258	268
Kindergarten 2021-2022 Final (Cohort Graduating 2034)														
Rating	Number	Gender		Race						Special		504	Farms	
		Male	Female	White	Black	Asian	Hawaiian	or Alaska	more races	Yes	No	Yes	Yes	No
Above Benchmark	120	60	60	106	0	0	0	0	14	3	117	0	42	78
	23%	24%	23%	24%	*	*	*	*	19%	8%	24%	*	17%	30%
At Benchmark	166	72	94	146	8	1	0	0	12	15	151	0	67	99
	32%	28%	36%	33%	50%	100%	*	*	21%	42%	31%	*	26%	38%
Below Benchmark	84	42	42	75	1	0	0	0	8	5	79	0	47	37
	16%	16%	16%	17%	6%	*	*	*	14%	14%	16%	*	19%	14%
Well Below Benchmark	148	81	67	119	7	0	0	0	22	13	135	0	98	50
	29%	32%	25%	27%	44%	*	*	*	39%	36%	28%	*	39%	19%
Total	518	255	263	446	16	1	0	0	56	36	482	0	254	264
Kindgergarten 2021-2022 Summary and 2022-2023 Projections														
Rating	Number	Gender		Race						Special		504	Farms	
		Male	Female	White	Black	Asian	Hawaiian	or Alaska	more races	Yes	No	Yes	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 2021-22	55%	52%	59%	57%	50%				46%	50%	55%		43%	68%
Projected Outcome EOY 2022-23, Increase % Combined At and Above Benchmark by 5%	**60%**	**57%**	**64%**	**62%**	**55%**				**51%**	**55%**	**60%**		**48%**	**73%**

Kindergarten - updated February 2023

SCHOOL YEAR 2022-2023 OUTCOMES														
Rating	Number	Gender		Race						Education		504	Farms	
		Male	Female	White	Black	Asian	Hawaiian	or Alaska	more races	Yes	No	Yes	Yes	No
Projected Outcome EOY 2022-23 from 2021-2022 data, Increase Combined At and Above Benchmark Score:	60%	57%	64%	62%	55%				51%	55%	60%		48%	73%
Kindergarten 2022-2023 Beginning of Year (Cohort Graduating 2035)														
Rating	Number	Gender		Race						Education		504	Farms	
		Male	Female	White	Black	Asian	Hawaiian	or Alaska	more races	Yes	No	Yes	Yes	No
Above Benchmark	75	43	32	63	2	1	0	0	9	7	68	0	55	20
	14%	15%	12%	14%	40%	50%	0%	0%	18%	10%	14%	0	13%	17%
At Benchmark	75	43	32	64	3	1	0	0	7	6	69	0	54	21
	14%	15%	12%	14%	60%	50%	0%	0%	14%	9%	14%	0	12%	18%
Below Benchmark	97	46	51	79	0	0	0	1	8	15	82	0	71	26
	18%	16%	19%	17%	0%	0%	0%	33%	16%	22%	17%	0	16%	22%
Well Below Benchmark	306	158	148	260	0	0	0	2	27	40	265	0	254	52
	55%	54%	56%	56%	0%	0%	0%	67%	53%	59%	55%	0	59%	44%
Total	553	290	263	466	5	2	0	3	51	68	484	0	434	119

Grade 1 Data

Grade 1 2021-2022 Baseline (Cohort Graduating 2029)															
Rating	Number	Gender		Race						Special		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		504		Farms	
		Male	Female	White	Black	Asian	Pacific Is	Alaska Nat	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 and 2022-2023 Projections															
Rating	Number	Gender		Race						Special		504		Farms	
		Male	Female	White	Black	Asian	Pacific Is	Alaska Nat	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%
Projected Outcome EOY 2022-23, Increase % Combined At and Above Benchmark by 5%	**58%**	**54%**	**61%**	**58%**	**77%**				**45%**	**45%**	**59%**			**49%**	**70%**

Grade 1 - updated February 2023

SCHOOL YEAR 2022-2023 OUTCOMES															
Rating	Number	Gender		Race						Education		504		Farms	
		Male	Female	White	Black	Asian	Hawaiian	or Alaska	more races	Yes	No	Yes	No	Yes	No
Projected Outcome EOY 2022-23 from 2021-2022 data, Increase Combined At and Above Benchmark Score:	58%	54%	61%	58%	77%				45%	45%	59%				
Grade 1 2022-2023 Beginning of Year(Cohort Graduating 2034)															
Rating	Number	Gender		Race						Education		504		Farms	
		Male	Female	White	Black	Asian	Hawaiian	or Alaska	more races	Yes	No	Yes	No	Yes	No
Above Benchmark	83	43	40	73	3	1	0	0	6	5	78	0	83	48	35
	15%	16%	14%	16%	14%	20%	0	0	13%	6%	17%	0%	15%	12%	24%
At Benchmark	127	57	70	108	4	1	0	0	14	8	119	0	127	76	51
	23%	21%	25%	23%	18%	20%	0	0	29%	10%	26%	0%	23%	19%	35%
Below Benchmark	116	59	57	100	6	2	0	1	7	18	98	0	116	88	28
	21%	22%	21%	21%	27%	40%	0	100%	15%	21%	21%	0%	21%	22%	19%
Well Below Benchmark	218	109	109	187	9	1	0	0	21	53	165	0	218	186	32
	40%	41%	39%	40%	41%	20%	0	0	44%	63%	36%	0%	40%	47%	22%
Total	544	268	276	468	22	5	0	1	48	84	460	0	544	398	146

Grade 2 Data

Grade 2 2021-2022 Baseline (Cohort Graduating 2030)															
Rating	Number	Gender		Race						Special		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		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 Summary and 2022-2023 Projections									
Rating	Number	Gender		Race						Special		504		Farms	
		Male	Female	White	Black	Asian	Pacific Is	Alaska Nat	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%
Projected Outcome EOY 2022-23, Increase % Combined At and Above Benchmark by 5%	55%	56%	53%	57%	37%				51%	28%	58%			49%	62%

Grade 2 - updated February 2023

SCHOOL YEAR 2022-2023 OUTCOMES															
Rating	Number	Gender		Race						Education		504		Farms	
		Male	Female	White	Black	Asian	Hawaiian	or Alaska	more races	Yes	No	Yes	No	Yes	No
Projected Outcome EOY 2022-23 from 2021-2022 data, Increase Combined At and Above Benchmark Score:	55%	56%	53%	57%	37%				51%	28%	58%			49%	62%
Grade 2 2022-2023 Beginning of Year(Cohort Graduating 2033)															
Rating	Number	Gender		Race						Education		504		Farms	
		Male	Female	White	Black	Asian	Hawaiian	or Alaska	more races	Yes	No	Yes	No	Yes	No
Above Benchmark	98	48	50	84	5	2	0	1	6	8	90	1	97	61	37
	18%	17%	19%	19%	23%	40%	0	100%	10%	9%	20%	25%	18%	15%	26%
At Benchmark	123	66	57	102	5	1	0	0	15	10	113	1	122	75	48
	23%	24%	22%	23%	23%	20%	0	0	25%	12%	25%	25%	23%	19%	34%
Below Benchmark	74	35	39	65	4	1	0	0	4	6	68	0	74	48	26
	14%	13%	15%	14%	18%	20%	0	0	7%	7%	15%	0%	14%	12%	18%
Well Below Benchmark	245	128	117	201	8	1	0	0	35	61	184	2	243	215	30
	45%	46%	44%	44%	36%	20%	0	0	58%	72%	40%	50%	45%	54%	21%
Total	540	277	263	452	22	5	0	1	60	85	455	4	536	399	141

Grade 3 Data

Grade 3 2021-2022 Baseline (Cohort Graduating 2029)																
Rating	Number	Gender		Race						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						Education		504		Farms	
		Male	Female	White	Black	Asian	Hawaiian	or Alaska	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 and 2022-2023 Projections										
Rating	Number	Gender		Race						Education		504		Farms	
		Male	Female	White	Black	Asian	Hawaiian	or Alaska	races	Yes	No	Yes	No	Yes	No
% At and Above	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%
Projected Outcome EOY 2022-23, Increase % Combined At and Above Benchmark by 5%	**48%**	**48%**	**50%**	**50%**					**48%**	**21%**	**54%**			**41%**	**57%**

Grade 3 - updated February 2023

SCHOOL YEAR 2022-2023 OUTCOMES															
Rating	Number	Gender		Race						Education		504		Farms	
		Male	Female	White	Black	Asian	Hawaiian	or Alaska	more races	Yes	No	Yes	No	Yes	No
Projected Outcome EOY 2022-23 from 2021-2022 data, Increase Combined At and Above Benchmark Score:	48%	48%	50%	50%					48%	21%	54%			41%	57%
Grade 3 2022-2023 Beginning of Year(Cohort Graduating 2032)															
Rating	Number	Gender		Race						Education		504		Farms	
		Male	Female	White	Black	Asian	Hawaiian	or Alaska	more races	Yes	No	Yes	No	Yes	No
Above Benchmark	139	86	53	122	3	3	0	1	10	7	132	1	138	89	50
	24%	27%	20%	25%	10%	75%	0%	100%	14%	8%	26%	20%	24%	21%	32%
At Benchmark	149	82	67	115	7	1	0	0	26	8	141	2	147	103	46
	25%	25%	25%	24%	23%	25%	0%	0%	36%	10%	28%	40%	25%	24%	29%
Below Benchmark	100	56	44	84	7	0	0	0	9	13	87	0	100	68	32
	17%	17%	16%	17%	23%	0%	0%	0%	13%	15%	17%	0%	17%	16%	20%
Well Below Benchmark	201	98	103	160	14	0	0	0	27	56	145	2	199	171	30
	34%	30%	39%	33%	45%	0%	0%	0%	38%	67%	29%	40%	34%	40%	19%
Total	589	322	267	481	31	4	0	1	72	84	505	5	584	431	158

Grade 4 Data

Grade 4 2021-2022 Baseline (Cohort Graduating 2030)																
	Number	Gender		Race						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						Education		504		Farms	
		Male	Female	White	Black	Asian	Pacific Is	Alaska Nat	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 and 2022-2023 Projected Outcomes											
Rating	Number	Gender		Race						Education		504		Farms	
		Male	Female	White	Black	Asian	Pacific Is	Alaska Nat	races	Yes	No	Yes	No	Yes	No
At and Above Benchmark	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%
Projected Outcome EOY 2022-23, Increase % Combined At and Above Benchmark by 5%	**50%**	**46%**	**54%**	**52%**	**30%**				**35%**	**19%**	**56%**			**38%**	**69%**

Grade 4 - updated February 2023

SCHOOL YEAR 2022-2023 OUTCOMES															
Rating	Number	Gender		Race						Education		504		Farms	
		Male	Female	White	Black	Asian	Hawaiian	or Alaska	more races	Yes	No	Yes	No	Yes	No
Projected Outcome EOY 2022-23 from 2021-2022 data, Increase Combined At and Above Benchmark Score:	50%	46%	54%	52%	30%				35%	19%	56%			38%	69%
Grade 4 2022-2023 Beginning of Year(Cohort Graduating 2031)															
	Number	Gender		Race						Education		504		Farms	
		Male	Female	White	Black	Asian	Hawaiian	or Alaska	more races	Yes	No	Yes	No	Yes	No
Advanced	65	26	39	55	2	2	1	0	5	4	61	1	64	37	28
	11%	9%	14%	11%	8%	29%	100%	0%	11%	4%	13%	13%	11%	9%	20%
Proficient	204	101	103	172	13	3	0	0	16	11	193	2	202	152	52
	36%	36%	36%	35%	54%	43%	0%	0%	34%	12%	41%	25%	36%	36%	36%
Basic	118	61	57	104	5	0	0	1	8	22	96	3	115	90	28
	21%	21%	20%	21%	21%	0%	0%	33%	17%	23%	20%	38%	21%	21%	20%
Below Basic	180	96	84	154	4	2	0	2	18	58	122	2	178	145	35
	32%	34%	30%	32%	17%	29%	0%	67%	38%	61%	26%	25%	32%	34%	24%
Total	567	284	283	485	24	7	1	3	47	95	472	8	559	424	143

Grade 5 Data

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						Education		504		Farms	
		Male	Female	White	Black	Asian	Pacific Is	Alaska Nat	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 and 2022-2023 Projected Outcomes											
Rating	Number	Gender		Race						Education		504		Farms	
		Male	Female	White	Black	Asian	Pacific Is	Alaska Nat	races	Yes	No	Yes	No	Yes	No
% At and Above	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%
Projected Outcome EOY 2022-23, Increase % Combined At and Above Benchmark by 5%	**58%**	**55%**	**59%**	**58%**	**47%**				**50%**	**15%**	**64%**			**48%**	**74%**

Grade 5 - updated February 2023

SCHOOL YEAR 2022-2023 OUTCOMES															
Rating	Number	Gender		Race						Education		504		Farms	
		Male	Female	White	Black	Asian	Hawaiian	or Alaska	more races	Yes	No	Yes	No	Yes	No
Projected Outcome EOY 2022-23 from 2021-2022 data, Increase Combined At and Above Benchmark Score:	58%	55%	59%	58%	47%				50%	15%	64%			48%	74%
Grade 5 2022-2023 Beginning of Year(Cohort Graduating 2030)															
Rating	Number	Gender		Race						Education		504		Farms	
		Male	Female	White	Black	Asian	Hawaiian	or Alaska	more races	Yes	No	Yes	No	Yes	No
Advanced	88	30	58	78	2	0	0	0	8	3	85	3	85	50	38
	14%	10%	18%	15%	8%	0%	0%	0%	13%	3%	17%	43%	14%	12%	21%
Proficient	183	86	97	166	6	1	0	0	10	12	171	1	182	113	70
	30%	29%	31%	32%	25%	50%	0%	0%	17%	12%	33%	14%	30%	26%	40%
Basic	125	61	64	106	3	1	0	0	15	12	113	0	125	91	33
	20%	21%	20%	20%	13%	50%	0%	0%	25%	12%	22%	0	21%	21%	19%
Below Basic	214	117	97	174	13	0	0	0	27	71	143	3	211	176	36
	35%	40%	31%	33%	54%	0%	0%	0%	45%	72%	28%	43%	35%	41%	20%
Total	610	294	316	524	24	2	0	0	60	98	512	7	603	430	177

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 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 equal 13%.	Fall 23.53% to Spring 30.77% does not equal 20%	*	*	*	Fall 30.43% to Spring 27.66% does not equal 20%	Fall 11.11% to Spring 18.89% does not equal 20%	Fall 41.78% to Spring 50.52% does not equal 10%	*	Fall 36.84% to Spring 45.79% does not equal 14%
	8.94%	7.76%	9.99%		9.61%	7.24%				2.77%	7.78%	8.74%		8.95%
2022-2023 EOY Target for % of Advanced and Proficient Combined	10.00%	10.00%	10.00%		10.00%	10.00%				10.00%	10.00%	10.00%		10.00%

Grade 6 Secondary Reading/ELA MS - updated February 2023

Reading Grade 6 Fall 2022 (Cohort Graduating 2029)																		
	Number	Gender			Race							Special Education		504		ELL	FARMS	NON FARMS
		Male	Female	Unspecified (X)	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Hispanic Latino	Yes	No	Yes	No	YES	YES	NO
Advanced	124	70	54	0	102	7	3	1	0	11	4	4	120	2	122	0	63	60
	20.67%	23.33%	18.00%	#DIV/0!	19.77%	24.14%	100.00%	100.00%	#DIV/0!	21.57%	0.4	4.65%	23.35%	33.33%	20.68%		16.32%	28.99%
Proficient	103	48	55	0	97	2	0	0	0	4	0	2	101	2	101	0	51	51
	17.17%	16.00%	18.33%	#DIV/0!	18.80%	6.90%	0.00%	0.00%	#DIV/0!	7.84%	0	2.33%	19.65%	33.33%	17.12%		13.21%	24.64%
Basic	163	70	93	0	141	5	0	0	0	17	3	9	154	2	161	0	108	55
	27.17%	23.33%	31.00%	#DIV/0!	27.33%	17.24%	0.00%	0	#DIV/0!	33.33%	0.3	10.47%	29.96%	0.333333	27.29%		27.98%	26.57%
Basic	210	112	98	0	176	15	0	0	0	19	3	71	139	0	206	2	164	41
	35.00%	37.33%	32.67%	#DIV/0!	34.11%	51.72%	0.00%	0	#DIV/0!	37.25%	0.3	82.56%	27.04%	0.00%	34.92%		42.49%	19.81%
	600	300	300	0	516	29	3	1	0	51	10	86	514	6	590	2	386	207
Year	10.00%	10.00%	10.00%	*	10.00%	*	*	*	10.00%	10.00%	10.00%	10.00%	*	10.00%	10.00%	10.00%		

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 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 2021.	Fall 38.53% to Spring 49.08% does not equal 12% target.	Fall 35.02% to Spring 48.03% does not equal 15% target.	Fall 43.08% to Spring 51.47% does not equal 10% target.	*	Fall 39.52% to Spring 49.9% does not equal 11% target.	Fall 28.57% to Spring 35.72% does not equal 20% target.	*	*	*	Fall 20.51% to Spring 41.67% does equal 20% target.	Fall 18.18% to Spring 25.93% does not equal 20% target.	Fall 42.04% to Spring 56.76% does equal 10% target.	Fall 40.91% to Spring 47.62% does not equal 9% target.	Fall 38.51% to Spring 49.24% does not equal 12% target.
	10.55%	13.01%	8.39%		10.38%	7.15%				21.16%	7.75%	14.72%	6.71%	10.73%
2022-2023 EOY Target for % of Advanced and Proficient Combined	10.00%	10.00%	10.00%		10.00%	10.00%				10.00%	10.00%	10.00%	10.00%	10.00%

Grade 7 Secondary Reading/ELA MS - updated February 2023

Reading Grade 7 Fall 2022 (Cohort Graduating 2028)																		
Rating	Number	Gender			Race							Special Education		504		ELL	FARMS	NON FARMS
		Male	Female	Unspecified (X)	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Hispanic Latino	Yes	No	Yes	No	YES	YES	NO
Advanced	125	71	53	1	112	1	2	0	0	10	1	4	121	1	123	0	56	69
	20.94%	22.54%	18.86%	100.00%	21.54%	5.88%	25.00%	#DIV/0!	0.00%	20.00%	7.14%	5.71%	22.96%	20.00%	20.95%		16.14%	28.05%
Proficient	113	56	57	0	103	2	4	0	0	4	3	2	111	0	112	0	56	57
	18.93%	17.78%	20.28%	0.00%	19.81%	11.76%	50.00%	#DIV/0!	0.00%	8.00%	21.43%	2.86%	21.06%	0.00%	19.08%		16.14%	23.17%
Basic	189	87	102	0	167	4	1	0	1	16	3	14	175	1	187	1	107	81
	31.66%	27.62%	36.30%	0.00%	32.12%	23.53%	12.50%	#DIV/0!	50.00%	32.00%	21.43%	20.00%	33.21%	20.00%	31.86%		30.84%	32.93%
Basic	170	101	69	0	138	10	1	0	1	20	7	50	120	3	165	2	128	39
	28.48%	32.06%	24.56%	0.00%	26.54%	58.82%	12.50%	#DIV/0!	50.00%	40.00%	50.00%	71.43%	22.77%	60.00%	28.11%		36.89%	15.85%
	597	315	281	1	520	17	8	0	2	50	14	70	527	5	587	3	347	246
Year	10.00%	10.00%	10.00%	*	10.00%	*	*	*	10.00%	10.00%	10.00%	10.00%	*	10.00%	10.00%	10.00%		

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	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 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%	#DIV/0!	#DIV/0!	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%	#DIV/0!	#DIV/0!	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%	#DIV/0!	#DIV/0!	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%	#DIV/0!	#DIV/0!	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 2021.	Fall 47.71% to Spring 55.43% does not equal 13% target.	Fall 44.56% to Spring 53.53% does not equal 16% target.	Fall 50.85% to Spring 57.3% does not equal 10% target.	*	Fall 49.23% to Spring 56.94% does not equal 11% target.	Fall 31.82% to Spring 35.3% does not equal 20%	*	*	*	Fall 38.84% to Spring 41.02% does not equal 20% target.	Fall 16.17% to Spring 29.51% does not equal 20% target.	Fall 51.83% to Spring 58.83% does equal 9% target.	*	Fall 47.34% to Spring 55.14% does not equal 13% target.
	7.72%	8.97%	6.45%		7.71%	3.48%				2.18%	13.34%	7%		7.80%
2022-2023 EOY Target for % of Advanced and Proficient Combined	10.00%	10.00%	10.00%		10.00%	10.00%				10.00%	10.00%	10.00%		10.00%

Grade 8 Secondary Reading/ELA MS - updated February 2023

Reading Grade 8 Fall 2022 (Cohort Graduating 2027)																		
Rating	Number	Gender			Race							Special Education		504		ELL	FARMS	NON FARMS
		Male	Female	Unspecified (X)	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Hispanic Latino	Yes	No	Yes	No	YES	YES	NO
Advanced	129	68	61	1	117	3	2	0	0	7	1	3	126	5	124	0	51	78
	21.90%	20.61%	23.55%	100.00%	22.24%	16.67%	28.57%	#DIV/0!	0.00%	20.00%	0.090909	5.17%	23.73%	20.00%	22.10%		14.53%	33.48%
Proficient	130	72	58	0	122	2	2	0	2	2	3	3	127	7	123	0	63	66
	22.07%	21.82%	22.39%	0.00%	23.19%	11.11%	28.57%	#DIV/0!	66.67%	5.71%	0.272727	5.17%	23.92%	28.00%	21.93%		17.95%	28.33%
Basic	162	80	82	0	142	5	2	0	1	12	5	6	156	7	153	0	104	58
	27.50%	24.24%	31.66%	0.00%	27.00%	27.78%	28.57%	#DIV/0!	33.33%	34.29%	0.454545	10.34%	29.38%	28.00%	27.27%		29.63%	24.89%
Below Basic	168	110	58	0	145	8	1	0	0	14	2	46	122	6	161	1	133	31
	28.52%	33.33%	22.39%	0.00%	27.57%	44.44%	14.29%	#DIV/0!	0.00%	40.00%	0.181818	79.31%	22.98%	24.00%	28.70%		37.89%	13.30%
	589	330	259	1	526	18	7	0	3	35	11	58	531	25	561	1	351	233
End of Year Target-- Increase % of Proficient & Advanced Combined by	10.00%	10.00%	10.00%	*	10.00%	*	*	*	10.00%	10.00%	10.00%	10.00%	*	10.00%	10.00%	10.00%		

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
		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 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%
2022-2023 EOY Target for % at Above & On Combined	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%

Grade 9 Secondary Reading/ELA HS - updated February 2023

Reading Grade 9 Fall 2022 (Cohort Graduating 2026)																		
Rating	Number	Gender			Race							Special Education		504		ELL	FARMS	NON FARMS
		Male	Female	X	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Hispanic Latino	Yes	No	Yes	No	Yes	Yes	Non Farms
Above	55	24	31	0	48	1	3	0	0	3	0	0	55	3	52	0	22	32
	9.02%	7.69%	10.40%		8.99%	3.70%	60.00%			7.32%	0.00%		9.80%	30.00%	8.67%		6.11%	13.28%
On	158	78	80	0	144	6	1	1	0	6	3	0	158	2	156	0	77	81
	25.90%	25.00%	26.85%		26.97%	22.22%	20.00%	100.00%		14.63%	25.00%		28.16%	20.00%	26.00%		21.39%	33.61%
Approaching	147	65	82	0	134	5	0	0	1	7	1	5	142	3	144	0	83	63
	24.10%	20.83%	27.52%		25.09%	18.52%			50.00%	17.07%	8.33%	10.20%	25.31%	30.00%	24.00%		23.06%	26.14%
Below	250	145	105	0	208	15	1	0	1	25	8	44	206	2	248	0	178	65
	40.98%	46.47%	35.23%		38.95%	55.56%	20.00%			60.98%	66.67%	89.80%	36.72%	20.00%	41.33%		49.44%	26.97%
	610	312	298	0	534	27	5	1	2	41	12	49	561	10	600	0	360	241
Target--																		
% of Change	10.00%	10.00%	10.00%	*	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	0.00%	10.00%	10.00%
Increased																		
Decreased																		
Key: * = < 10																		

Reading Grade 10 Fall 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 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
****11% Fewer students were tested in Spring than in Fall.	Fall 52.09% to Spring 42.95% does not equal 18%	Fall 46.88% to Spring 39.57% does not equal 20%	Fall 58.66% to Spring 46.99% does not equal 12%	Fall 53.91% to Spring 44.64% does not equal 16%	Fall 27.27% to Spring 18.75% does not equal 20%	*	*	*	Fall 36.36% to Spring 30% does not equal 20%	Fall 5.55% to Spring 9.8% does not equal 20%	Fall 56.92% to Spring 46.62% does not equal 14.%	Fall 47.37% to Spring 25% does not equal 20%.	Fall 52.26% to Spring 43.52% does not equal 12%
	9.14%	7.31%	11.67%	9.27%	8.52%				6.36	4%	10.30%	22.37%	8.74%
2022-2023 EOY Target for % at Above & On Combined	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%

Grade 10 Secondary Reading/ELA HS - updated February 2023

Reading Grade 10 Fall 2022 (Cohort Graduating 2025)																		
Rating	Number	Gender			Race							Special Education		504		ELL	FARMS	NON FARMS
		Male	Female	X	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Hispanic Latino	Yes	No	Yes	No	Yes	Yes	Non Farms
Above	65	28	37	0	58	0	3	0	0	4	0	0	65	2	63	0	25	39
	10.76%	9.12%	12.54%		10.72%		50.00%			10.00%	0.00%	0.00%	11.38%	15.38%	10.66%		7.35%	15.23%
On	168	70	96	2	152	2	2	1	0	11	5	2	166	4	164	0	75	92
	27.81%	22.80%	32.54%	100.00%	28.10%	13.33%	33.33%			27.50%	35.71%	6.06%	29.07%	30.77%	27.75%		22.06%	35.94%
Approaching	132	58	74	0	119	2	1	1	0	9	4	1	131	2	130	0	73	57
	21.85%	18.89%	25.08%		22.00%	13.33%	16.67%	50.00%		22.50%	28.57%	3.03%	22.94%	15.38%	22.00%		21.47%	22.27%
Below	239	151	88	0	212	11	0	0	0	16	5	30	209	5	234	1	167	68
	39.57%	49.19%	29.83%		39.19%	73.33%				40.00%	35.71%	90.91%	36.60%	38.46%	39.59%		49.12%	26.56%
	604	307	295	2	541	15	6	2	0	40	14	33	571	13	591	1	340	256
Target--																		
% of Change	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	*		
Increased																		
Decreased																		
Key: * = < 10																		

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 2022 Target Increase % Advanced and Proficient combined	20%	20%	20%	20%	20%	20%		20%	20%	20%	20%
End of 2023 year Target Increase % Advanced and Proficient combined	10%	10%	10%	10%	15%	15%		15%	10%	15%	10%

**Elementary math winter diagnostic results are currently unavailable.

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
Advanced	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%	#DIV/0!	0.00%	2.86%	1.11%	2.46%	0.00%	2.24%
Proficient	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%	#DIV/0!	0.00%	0.00%	1.11%	8.48%	0.00%	7.29%
Basic	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%	#DIV/0!	0.00%	22.86%	11.11%	24.11%	0.00%	22.06%
Below Basic	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%	#DIV/0!	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
Advanced	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%
Proficient	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%
Basic	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%
Below Basic	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
2022-2023 Grade 6 EOY Target for % at Proficient & Advanced Combined	45%	45%	45%	45%	35%				40%	25%	50%		50%

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
Advanced	10.60%	12.79%	7.69%	10.77%	0.00%	30.00%	#DIV/0!	0.00%	11.10%	2.64%	11.99%	0.00%	10.66%
Proficient	15.96%	12.75%	19.57%	16.56%	23.08%	-16.67%	#DIV/0!	0.00%	13.95%	7.64%	17.30%	33.33%	15.86%
Basic	1.27%	-0.53%	3.59%	2.09%	21.68%	-33.33%	#DIV/0!	0.00%	-8.90%	3.89%	0.56%	0.00%	1.28%
Below Basic	-27.83%	-25.00%	-30.85%	-29.42%	-44.76%	20.00%	#DIV/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%

Grade 6 Secondary Math MS - updated February 2023

Mathematics Grade 6 Fall 2022 (Cohort Graduating 2029)																		
	Number	Gender			Race							Special Education		504		ELL	FARMS	NON FARMS
		Male	Female	(X)	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Hispanic Latino	Yes	No	Yes	No	YES	YES	NO
Advanced	42	27	15	0	40	1	0	0	0	1	2	1	41	1	41	0	18	24
	7.18%	9.12%	5.19%	#DIV/0!	7.92%	3.70%	0.00%	0.00%	#DIV/0!	2.04%	20.00%	1.19%	8.18%	16.67%	7.13%	0.00%	4.79%	11.82%
Proficient	124	62	62	0	110	4	2	0	0	8	1	5	119	3	121	0	63	60
	21.20%	20.95%	21.45%	#DIV/0!	21.78%	14.81%	66.67%	0.00%	#DIV/0!	16.33%	10.00%	5.95%	23.75%	50.00%	21.04%	0.00%	16.76%	29.56%
Basic	129	67	62	0	106	9	0	0	0	14	3	8	121	1	127	0	78	51
	22.05%	22.64%	21.45%	#DIV/0!	20.99%	33.33%	0.00%	0.00%	#DIV/0!	28.57%	30.00%	9.52%	24.15%	16.67%	22.09%	0.00%	20.74%	25.12%
Below Basic	290	140	150	0	249	13	1	1	0	26	4	70	220	1	286	2	217	68
	49.57%	47.30%	51.90%	#DIV/0!	49.31%	48.15%	33.33%	100.00%	#DIV/0!	53.06%	40.00%	83.33%	43.91%	16.67%	49.74%	100.00%	57.71%	33.50%
	585	296	289	0	505	27	3	1	0	49	10	84	501	6	575	2	376	203
End of Year Target-- Increase % of Proficient & Advanced combined by	10.00%	10.00%	10.00%	*	10.00%	*	*	*	10.00%	10.00%	10.00%	10.00%	*	10.00%	10.00%	10.00%		

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%	#DIV/0!	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%	#DIV/0!	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%	#DIV/0!	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%	#DIV/0!	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%	#DIV/0!	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%	#DIV/0!	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%	#DIV/0!	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%	#DIV/0!	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
2022-2023 Grade 7 EOY Target for % at Proficient & Advanced Combined	45%	45%	45%	45%	60%				45%	25%	50%	40%	50

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%	#DIV/0!	33.33%	15.79%	2.80%	8.62%	5.00%	7.93%
Proficient	20.26%	20.06%	20.51%	20.55%	42.31%	60.00%	#DIV/0!	-33.33%	18.42%	9.46%	21.95%	15.48%	20.44%
Basic	1.14%	2.27%	-0.35%	2.19%	-5.38%	-20.00%	#DIV/0!	33.33%	-13.72%	11.44%	-0.78%	6.19%	0.90%
Below Basic	-29.22%	-28.48%	-30.21%	-30.36%	-36.92%	0.00%	#DIV/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%

Grade 7 Secondary Math MS - updated February 2023

Mathematics Grade 7 Fall 2022 (Cohort Graduating 2028)																		
Rating	Number	Gender			Race							Special Education		504		ELL	FARMS	NON FARMS
		Male	Female	(X)	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Hispanic Latino	Yes	No	Yes	No	YES	YES	NO
Advanced	19	12	7	0	18	0	0	0	0	1	1	0	19	0	19	0	3	16
	3.30%	3.93%	2.58%	#DIV/0!	3.56%	0.00%	0.00%	#DIV/0!	0.00%	2.08%	7.69%	0.00%	3.75%	0.00%	3.36%	0.00%	0.88%	6.93%
Proficient	114	63	51	0	107	0	2	0	0	5	0	6	108	1	111	0	56	58
	19.79%	20.66%	18.82%	#DIV/0!	21.19%	0.00%	40.00%	#DIV/0!	0.00%	10.42%	0.00%	8.70%	21.30%	20.00%	19.61%	0.00%	16.42%	25.11%
Basic	154	79	75	0	142	6	1	0	0	5	4	10	144	1	152	0	85	69
	26.74%	25.90%	27.68%	#DIV/0!	28.12%	37.50%	20.00%	#DIV/0!	0.00%	10.42%	30.77%	14.49%	28.40%	20.00%	26.86%	0.00%	24.93%	29.87%
Below Basic	289	151	138	0	238	10	2	0	2	37	8	53	236	3	284	2	197	88
	50.17%	49.51%	50.92%	#DIV/0!	47.13%	62.50%	40.00%	#DIV/0!	100.00%	77.08%	61.54%	76.81%	46.55%	60.00%	50.18%	100.00%	57.77%	38.10%
	576	305	271	0	505	16	5	0	2	48	13	69	507	5	566	2	341	231
End of Year Target-- Increase % of Proficient & Advanced combined by	10.00%	10.00%	10.00%	*	10.00%	*	*	*	10.00%	10.00%	10.00%	10.00%	*	10.00%	10.00%	10.00%		

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
Advanced	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%
Proficient	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%
Basic	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%
Below Basic	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
Advanced	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%	#DIV/0!	5.41%	1.69%	6.69%	12.50%	6.04%
Proficient	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%	#DIV/0!	5.41%	3.39%	16.11%	0.00%	14.91%
Basic	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%	#DIV/0!	24.32%	15.25%	36.19%	62.50%	33.40%
Below Basic	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%	#DIV/0!	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
2022-2023 Grade 8 EOY Target for % at Proficient & Advanced Combined	30%	30%	30%	30%	30%				20%	20%	35%		35%

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
Advanced	3.48%	3.53%	3.40%	2.86%	5.56%	50.00%	0.00%	#DIV/0!	5.41%	1.69%	3.68%	12.50%	3.34%
Proficient	4.60%	3.38%	5.80%	4.87%	16.67%	-15.00%	0.00%	#DIV/0!	-3.42%	0.36%	5.06%	-12.50%	4.85%
Basic	9.40%	9.15%	9.59%	10.33%	0.51%	-15.00%	100.00%	#DIV/0!	3.74%	9.19%	9.49%	12.50%	9.34%
Below Basic	-17.48%	-16.07%	-18.79%	-18.06%	-22.73%	-20.00%	-100.00%	#DIV/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%

Grade 8 Secondary Math MS - updated February 2023

Mathematics Grade 8 Fall 2022 (Cohort Graduating 2027)																		
Rating	Number	Gender			Race							Special Education		504		ELL	FARMS	NON FARMS
		Male	Female	(X)	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Hispanic Latino	Yes	No	Yes	No	YES	YES	NO
Advanced	25	12	13	0	21	0	1	0	1	2	1	0	25	0	25	0	5	20
	4.63%	4.00%	5.42%	#DIV/0!	4.38%	0.00%	16.67%	#DIV/0!	33.33%	5.88%	8.33%	0.00%	5.19%	0.00%	4.84%	0.00%	1.53%	9.57%
Proficient	97	49	48	0	91	3	2	0	0	1	1	3	94	3	94	0	39	58
	17.96%	16.33%	20.00%	#DIV/0!	18.96%	17.65%	33.33%	#DIV/0!	0.00%	2.94%	8.33%	5.17%	19.50%	14.29%	18.22%	0.00%	11.96%	27.75%
Basic	125	65	60	0	112	3	2	0	0	8	3	6	119	6	119	0	68	57
	23.15%	21.67%	25.00%	#DIV/0!	23.33%	17.65%	33.33%	#DIV/0!	0.00%	23.53%	25.00%	10.34%	24.69%	28.57%	23.06%	0.00%	20.86%	27.27%
Below Basic	293	174	119	0	256	11	1	0	2	23	7	49	244	12	278	1	214	74
	54.26%	58.00%	49.58%	#DIV/0!	53.33%	64.71%	16.67%	#DIV/0!	66.67%	67.65%	58.33%	84.48%	50.62%	57.14%	53.88%	100.00%	65.64%	35.41%
	540	300	240	0	480	17	6	0	3	34	12	58	482	21	516	1	326	209
End of Year Target-- Increase % of Proficient & Advanced combined by	10.00%	10.00%	10.00%	*	10.00%	*	*	*	10.00%	10.00%	10.00%	10.00%	*	10.00%	10.00%	10.00%		

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%	#DIV/0!	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%	#DIV/0!	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%	#DIV/0!	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%	#DIV/0!	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%	#DIV/0!	#DIV/0!	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%	#DIV/0!	#DIV/0!	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%	#DIV/0!	#DIV/0!	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%	#DIV/0!	#DIV/0!	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
2022-2023 EOY Middle School Algebra 1 Target for % at Proficient & Advanced Combined	60%	60%	60%%	60%							60%		60%

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%	#DIV/0!	#DIV/0!	12.50%	0.00%	8.04%	0.00%	7.92%
Proficient	4.97%	-0.45%	9.85%	3.26%	42.86%	0.00%	#DIV/0!	#DIV/0!	12.50%	-0.77%	5.24%	40.00%	4.20%
Basic	-3.54%	-0.56%	-6.09%	-1.86%	-5.36%	0.00%	#DIV/0!	#DIV/0!	-37.50%	-43.85%	-1.05%	-20.00%	-3.18%
Below Basic	-9.17%	-3.97%	-13.91%	-9.30%	-37.50%	0.00%	#DIV/0!	#DIV/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%

Algebra I Secondary Math MS - updated February 2023

Middle School Algebra 1 Fall 2022 (Cohort Graduating 2027)																		
Rating	Number	Gender			Race							Special Education		504		ELL	FARMS	NON FARMS
		Male	Female	Unspecified (X)	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Hispanic Latino	Yes	No	Yes	No	YES	YES	NO
Advanced	24	12	12	0	19	0	2	0	1	2	0	0	24	0	24	0	5	19
	11.48%	11.43%	11.65%	0.00%	10.11%	0.00%	28.57%	#DIV/0!	100.00%	20.00%	0.00%	0.00%	11.59%	0.00%	11.82%	0.00%	6.49%	14.39%
Proficient	77	34	42	1	70	2	4	0	0	1	2	1	76	1	76	1	27	50
	36.84%	32.38%	40.78%	100.00%	37.23%	66.67%	57.14%	#DIV/0!	0.00%	10.00%	66.67%	50.00%	36.71%	16.67%	37.44%	100.00%	35.06%	37.88%
Basic	83	46	37	0	76	1	1	0	0	5	1	1	82	3	80	0	33	50
	39.71%	43.81%	35.92%	0.00%	40.43%	33.33%	14.29%	#DIV/0!	0.00%	50.00%	33.33%	50.00%	39.61%	50.00%	39.41%	0.00%	42.86%	37.88%
Below Basic	25	13	12	0	23	0	0	0	0	2	0	0	25	2	23	0	12	13
	11.96%	12.38%	11.65%	0.00%	12.23%	0.00%	0.00%	#DIV/0!	0.00%	20.00%	0.00%	0.00%	12.08%	33.33%	11.33%	0.00%	15.58%	9.85%
	209	105	103	1	188	3	7	0	1	10	3	2	207	6	203	1	77	132
End of Year Target-- Increase % of Proficient & Advanced combined by	10.00%	10.00%	10.00%	*	10.00%	*	*	*	10.00%	10.00%	10.00%	10.00%	*	10.00%	10.00%	10.00%		

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 Nat	Two or more races	Yes	No	Yes	No
Advanced	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%	#DIV/0!	#DIV/0!	0.00%	2.33%	6.54%	14.29%	5.60%
Proficient	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%	#DIV/0!	#DIV/0!	8.33%	10.47%	16.12%	28.57%	14.80%
Basic	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%	#DIV/0!	#DIV/0!	22.22%	31.40%	27.57%	28.57%	28.20%
Below Basic	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%	#DIV/0!	#DIV/0!	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
Advanced	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%	#DIV/0!	#DIV/0!	2.86%	6.49%	9.33%	23.08%	8.43%
Proficient	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%	#DIV/0!	#DIV/0!	11.43%	19.48%	24.27%	7.69%	23.92%
Basic	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%	#DIV/0!	#DIV/0!	25.71%	29.87%	22.67%	23.08%	23.92%
Below Basic	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%	#DIV/0!	#DIV/0!	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
2022-2023 EOY Target for % at Proficient & Advanced Combined	40%	40%	45%	45%	25%				25%	35%	45%		45%

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
Advanced	3.01%	1.79%	4.81%	3.07%	2.32%	0.00%	#DIV/0!	#DIV/0!	2.86%	4.17%	2.79%	8.79%	2.83%
Proficient	8.28%	9.14%	7.08%	10.18%	-19.42%	-50.00%	#DIV/0!	#DIV/0!	3.10%	9.02%	8.15%	-20.88%	9.12%
Basic	-4.32%	-5.01%	-3.30%	-5.42%	-4.06%	100.00%	#DIV/0!	#DIV/0!	3.49%	-1.53%	-4.90%	-5.49%	-4.28%
Below Basic	-6.97%	-5.92%	-8.58%	-7.83%	21.16%	-50.00%	#DIV/0!	#DIV/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%

Algebra I and Integrated Algebra Secondary Math HS - updated February 2023

ACPS Algebra 1 and Integrated Algebra Grades 9 and 10 Fall 2022 (Cohorts Graduating 2025 and 2026)																		
Rating	Number	Gender			Race							Special Education		504		ELL	FARMS	NON FARMS
		Male	Female	X	White	Black	Asian	Nat Hawaiian Pacific Is	Am Indian or Alaska Nat	Two or more races	Hispanic Latino	Yes	No	Yes	No	Yes	Yes	Non Farms
Advanced	16	6	10	0	14	1	0	0	0	1	1	0	16	0	16	0	10	5
	3.13%	2.14%	4.33%	#DIV/0!	3.16%	4.00%	0.00%	#DIV/0!	0.00%	2.50%	8.33%	0.00%	3.62%	0.00%	3.19%	#DIV/0!	2.79%	3.52%
Proficient	115	60	55	0	100	5	0	0	1	9	3	7	108	4	111	0	81	33
	22.50%	21.43%	23.81%	#DIV/0!	22.57%	20.00%	0.00%	#DIV/0!	50.00%	22.50%	25.00%	10.14%	24.43%	44.44%	22.11%	#DIV/0!	22.63%	23.24%
Basic	166	96	70	0	143	6	1	0	1	15	4	15	151	3	163	0	115	47
	32.49%	34.29%	30.30%	#DIV/0!	32.28%	24.00%	100.00%	#DIV/0!	50.00%	37.50%	33.33%	21.74%	34.16%	33.33%	32.47%	#DIV/0!	32.12%	33.10%
Below Basic	214	118	96	0	186	13	0	0	0	15	4	47	167	2	212	0	152	57
	41.88%	42.14%	41.56%	#DIV/0!	41.99%	52.00%	0.00%	#DIV/0!	0.00%	37.50%	33.33%	68.12%	37.78%	22.22%	42.23%	#DIV/0!	42.46%	40.14%
	511	280	231	0	443	25	1	0	2	40	12	69	442	9	502	0	358	142
End of Year																		
% of Change	10.00%	10.00%	10.00%	*	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	10.00%	0.00%	10.00%	10.00%
Green= %																		
Red=%																		

Science

*Elementary Science

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

*Secondary Science - Updated Feb 2023

Science S1 2022.23 Total - All Middle Schools															
Rating	Number	Gender		Race						Special Education		504		Hispanic	
		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	1183	572	610	1049	37	19	*	*	75	102	1081	24	1159	24	1159
%	63.30%	59.58%	69.08%	64.40%	55.22%	100.00%	**	**	50.68%	50.25%	64.89%	58.54%	63.40%	63.16%	63.30%
On	487	281	206	420	19	*	*	*	46	76	411	14	473	*	370
%	26.06%	29.27%	23.33%	25.78%	28.36%	**	**	**	31.08%	37.44%	24.67%	34.15%	25.88%	**	20.21%
Below	199	107	67	160	11	*	*	*	27	25	174	*	196	*	181
%	10.65%	11.15%	7.59%	9.82%	16.42%	**	**	**	18.24%	12.32%	10.44%	**	10.72%	**	9.89%
Total	1869	960	883	1629	67	19	*	*	148	203	1666	41	1828	38	1831
6th Grade															
Rating	Number	Gender		Race						Special Education		504		Hispanic	
		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	412	207	205	357	20	*	*	*	32	46	366	*	404	*	404
%	67.21%	66.35%	68.11%	67.74%	66.67%	**	**	**	61.54%	54.76%	69.19%	**	67.00%	**	22.06%
On	166	85	81	143	*	*	*	*	15	30	136	*	164	*	106
%	27.08%	27.24%	26.91%	27.13%	**	**	**	**	28.85%	35.71%	25.71%	**	27.20%	**	5.79%
Below	35	20	15	27	*	*	*	*	*	*	27	*	35	*	29
%	5.71%	6.41%	4.98%	5.12%	**	**	**	**	**	**	5.10%	**	5.80%	**	1.58%
Total	613	312	301	527	30	*	*	*	52	84	529	10	603	10	466
7th Grade															
Rating	Number	Gender		Race						Special Education		504		Hispanic	
		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	384	181	202	343	*	*	*	*	23	31	353	*	381	*	376
%	60.86%	58.96%	67.79%	62.59%	**	**	**	**	41.82%	48.44%	62.26%	**	60.96%	**	20.54%
On	159	87	72	132	*	*	*	*	21	23	136	*	157	*	128
%	25.20%	28.34%	24.16%	24.09%	**	**	**	**	38.18%	35.94%	23.99%	**	25.12%	**	6.99%
Below	88	39	24	73	*	*	*	*	11	10	78	*	87	*	81
%	13.95%	12.70%	8.05%	13.32%	**	**	**	**	20.00%	15.63%	13.76%	**	13.92%	**	4.42%
Total	631	307	298	548	17	9	0	2	55	64	567	6	625	15	467

8th Grade

Rating	Number	Gender		Race						Special Education		504		Hispanic	
		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	387	184	203	349	*	*	*	*	20	25	362	13	374	*	379
%	61.92%	53.96%	71.48%	63.00%	**	**	**	**	48.78%	45.45%	63.51%	52.00%	62.33%	**	20.70%
On	162	109	53	145	*	*	*	*	10	23	139	10	152	*	136
%	25.92%	31.96%	18.66%	26.17%	**	**	**	**	24.39%	41.82%	24.39%	40.00%	25.33%	**	7.43%
Below	76	48	28	60	*	*	*	*	11	*	69	*	74	*	71
%	12.16%	14.08%	9.86%	10.83%	**	**	**	**	26.83%	**	12.11%	**	12.33%	**	3.88%
Total	625	341	284	554	20	*	*	*	41	55	570	25	600	13	476

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 2022.23 Total - All High Schools																
Rating	Number	Gender		Race						Special Education		504		Hispanic	
		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	1039	473	566	927	35	15	*	*	59	44	995	24	1015	22	1017
%	57.79%	49.48%	67.38%	58.67%	50.00%	88.24%	**	**	46.83%	30.99%	60.08%	46.15%	58.13%	56.41%	57.82%
On	514	325	188	456	19	*	*	*	37	62	452	22	492	*	506
%	28.59%	34.00%	22.38%	28.86%	27.14%	**	**	**	29.37%	43.66%	27.29%	42.31%	28.18%	**	28.77%
Below	245	158	86	197	16	*	*	*	30	36	209	*	239	*	236
%	13.63%	16.53%	10.24%	12.47%	22.86%	**	**	**	23.81%	25.35%	12.62%	**	13.69%	**	13.42%
Total	1798	956	840	1580	70	17	*	*	126	142	1656	52	1746	39	1759
ESS															
Rating	Number	Gender		Race						Special Education		504		Hispanic	
		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	260	119	141	233	10	*	*	*	17	13	247	*	254	*	255
%	49.34%	42.65%	56.85%	50.32%	45.45%	**	**	**	43.59%	26.53%	51.67%	**	49.22%	**	14.50%
On	163	95	68	147	*	*	*	*	10	22	141	*	158	*	161
%	30.93%	34.05%	27.42%	31.75%	**	**	**	**	25.64%	44.90%	29.50%	**	30.62%	**	9.15%
Below	104	65	39	83	*	*	*	*	12	14	90	*	104	*	99
%	19.73%	23.30%	15.73%	17.93%	**	**	**	**	30.77%	28.57%	18.83%	**	20.16%	**	5.63%
Total	527	279	248	463	22	*	*	*	39	49	478	11	516	12	515
Bio															
Rating	Number	Gender		Race						Special Education		504		Hispanic	
		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	444	197	247	401	14	*	*	*	21	12	432	*	435	*	436
%	62.71%	52.67%	74.40%	64.06%	48.28%	**	**	**	47.73%	27.91%	64.96%	**	63.23%	**	24.79%
On	186	126	59	163	10	*	*	*	13	20	166	*	179	*	182
%	26.27%	33.69%	17.77%	26.04%	34.48%	**	**	**	29.55%	46.51%	24.96%	**	26.02%	**	10.35%
Below	78	51	26	62	*	*	*	*	10	11	67	*	74	*	75
%	11.02%	13.64%	7.83%	9.90%	**	**	**	**	22.73%	25.58%	10.08%	**	10.76%	**	4.26%
Total	708	374	332	626	29	*	*	*	44	43	665	20	688	15	693

Chem and Matter & Energy

Rating	Number	Gender		Race						Special Education		504		Hispanic	
		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	335	157	178	293	11	*	*	*	21	19	316	*	326	*	326
%	59.50%	51.82%	68.46%	59.67%	57.89%	**	**	**	48.84%	38.00%	61.60%	**	60.15%	**	18.53%
On	165	104	61	146	*	*	*	*	14	20	145	10	155	*	163
%	29.31%	34.32%	23.46%	29.74%	**	**	**	**	32.56%	40.00%	28.27%	47.62%	28.60%	**	9.27%
Below	63	42	21	52	*	*	*	*	*	11	52	*	61	*	62
%	11.19%	13.86%	8.08%	10.59%	**	**	**	**	**	22.00%	10.14%	**	11.25%	**	3.52%
Total	563	303	260	491	19	*	*	*	43	50	513	21	542	12	551

Mastery

Key	0% to 59%	Below Average
	60% to 79%	On grade level
	> 80%	Above average

*	<10 in a sub/category
**	Associated with <10 in a sub/category

Secondary Science Outcome Data -Updated Feb 2023

Grade	Projected Student Outcome	Actual Student Outcome	Results	Projections
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 80% to 100% is above grade level.				
6th Grade	ABOVE GRADE LEVEL - The S1 averages for 6th-grade science students being above grade level were as follows: for White students - 67.74%, for Black students - 66.67%, and for students that are two or more races - 61.54%. By the end of the school year (S2), the gap between White students and Black students (1.07% gap) will be reduced to 0%. By the end of the school year (S2), the gap between White students and students that are two or more races (6.2% gap) will be reduced by 2% or more.			
	ON GRADE LEVEL - The S1 averages for 6th-grade science students being on grade level were as follows: for White students - 27.13%, and for students that are two or more races - 28.85%. By the end of the school year (S2), the gap between White students and students that are two or more races will be maintained.			
	BELOW GRADE LEVEL - Not enough Data to compare.			
	SPECIAL EDUCATION - The percentage of non-Special Education on or above grade level was 94.9% and the percentage of Special Education students on grade level or above was 90.47%. By the end of the school year (S2), the gap between Special Education students and non- Special Education students (4.43% gap) will be reduced by 1.5% or more.			
	504 - Not enough Data to compare.			
	Hispanic - Not enough Data to compare.			
7th Grade	ABOVE GRADE LEVEL - The S1 averages for 7th-grade science students being above grade level were as follows: for White students - 62.59%, and for students that are two or more races - 41.82%. By the end of the school year (S2), the gap between White students and students that are two or more races (20.77% gap) will be reduced by 5% or more.			
	ON GRADE LEVEL - The S1 averages for 7th-grade science students being on grade level were as follows: for White students - 24.09%, and for students that are two or more races - 38.18%. By the end of the school year (S2), the gap between White students and students that are two or more races (-14.09% gap) will be maintained.			
	BELOW GRADE LEVEL - The S1 averages for 7th-grade science students being below grade level were as follows: for White students - 13.32%, and for students that are two or more races - 20%. By the end of the school year (S2), the gap between White students and students that are two or more races (-6.68% gap) will be reduced by 3% or more.			

	SPECIAL EDUCATION - The percentage of non-Special Education on or above grade level was 86.25% and the percentage of Special Education students on grade level or above was 84.38%. By the end of the school year (S2), the gap between Special Education students and non- Special Education students (1.87% gap) will be reduced to 0%.			
	504 - Not enough Data to compare.			
7th Grade	Hispanic - Not enough Data to compare.			
8th Grade	ABOVE GRADE LEVEL - The S1 averages for 8th-grade science students being above grade level were as follows: for White students - 63.00%, and for students that are two or more races - 48.78%. By the end of the school year (S2), the gap between White students and students that are two or more races (14.22% gap) will be reduced by 4% or more.			
	ON GRADE LEVEL - The S1 averages for 8th-grade science students being on grade level were as follows: for White students - 26.17%, and for students that are two or more races - 24.39%. By the end of the school year (S2), the gap between White students and students that are two or more races (1.78%) will be reduced to 0%.			
	BELOW GRADE LEVEL - The S1 averages for 8th-grade science students being below grade level were as follows: for White students - 10.83%, and for students that are two or more races - 26.83%. By the end of the school year (S2), the gap between White students and students that are two or more races (-16.00%) will be reduced by 6% or more.			
	SPECIAL EDUCATION - The percentage of non-Special Education on or above grade level was 87.9% and the percentage of Special Education students on grade level or above was 87.27%. By the end of the school year (S2), the gap between Special Education students and non- Special Education students (0.63% gap) will be reduced to 0%.			
	504 - The percentage of non-504 on or above grade level was 87.66% and the percentage of 504 students on grade level or above was 92%. By the end of the school year (S2), the gap between 504 students and non-504 students (-4.34% gap) will be maintained.			
	Hispanic - Not enough Data to compare.			

ESS	ABOVE GRADE LEVEL - The S1 averages for ESS students being above grade level were as follows: for White students - 50.32%, for Black students - 45.45%, and for students that are two or more races - 43.59%. By the end of the school year (S2), the gap between White students and Black students (4.87% gap) will be reduced by 2% or more. By the end of the school year (S2), the gap between White students and students that are two or more races (6.73% gap) will be reduced by 3% or more.			
	ON GRADE LEVEL - The S1 averages for ESS students being on grade level were as follows: for White students - 31.75%, and for students that are two or more races - 25.64%. By the end of the school year (S2), the gap between White students and students that are two or more races (6.11%) will be reduced by 2 or more %.			
	BELOW GRADE LEVEL - The S1 averages for ESS students being below grade level were as follows: for White students - 17.93%, and for students that are two or more races - 30.77%. By the end of the school year (S2), the gap between White students and students that are two or more races (-12.84%) will be reduced by 6 or more %.			
	SPECIAL EDUCATION - The percentage of non-Special Education on or above grade level was 81.17% and the percentage of Special Education students on grade level or above was 71.43%. By the end of the school year (S2), the gap between Special Education students and non- Special Education students (9.74% gap) will be reduced by 3% or more.			
	504 - Not enough Data to compare.			
	Hispanic - Not enough Data to compare.			
BIO	ABOVE GRADE LEVEL - The S1 averages for Biology students being above grade level were as follows: for White students - 64.06%, Black students - 48.28%, and for students that are two or more races - 47.73%. By the end of the school year (S2), the gap between White students and Black students (15.78% gap) will be reduced by 5% or more. By the end of the school year (S2), the gap between White students and students that are two or more races (16.33% gap) will be reduced by 5% or more.			
	ON GRADE LEVEL - The S1 averages for Biology students being on grade level were as follows: for White students - 26.04%, Black Students - 34.48%, and for students that are two or more races - 29.55%. By the end of the school year (S2), the gap between White students and Black students (-8.44% gap) will be maintained. By the end of the school year (S2), the gap between White students and students that are two or more races (-3.51% gap) will be maintained.			

	BELOW GRADE LEVEL - The S1 averages for Biology students being below grade level were as follows: for White students - 9.90%, and for students that are two or more races - 22.73%. By the end of the school year (S2), the gap between White students and students that are two or more races (-12.83% gap) will be reduced by 3% or more.			
	SPECIAL EDUCATION - The percentage of non-Special Education on or above grade level was 89.92% and the percentage of Special Education students on grade level or above was 74.42%. By the end of the school year (S2), the gap between Special Education students and non- Special Education students (15.5% gap) will be reduced to 5% or more.			
	504 - Not enough Data to compare.			
BIO	Hispanic - Not enough Data to compare.			
	ABOVE GRADE LEVEL - The S1 averages for Chemistry and Matter and Energy students being above grade level were as follows: for White students - 63.00%, and for students that are two or more races - 48.78%. By the end of the school year (S2), the gap between White students and students that are two or more races (14.22% gap) will be reduced by 4% or more.			
	ON GRADE LEVEL - The S1 averages for Chemistry and Matter and Energy students being on grade level were as follows: for White students - 29.74%, and for students that are two or more races - 32.56%. By the end of the school year (S2), the gap between White students and students that are two or more races (-2.82%) will be maintained.			
CHEM / M&E	BELOW GRADE LEVEL - Not enough Data to compare.			
	SPECIAL EDUCATION - The percentage of Chemistry and Matter and Energy students on or above grade level was 89.87% and the percentage of Chemistry and Matter and Energy students on grade level or above was 78%. By the end of the school year (S2), the gap between Special Education students and non- Special Education students (11.87% gap) will be reduced by 4% or more.			
	504 - Not enough Data to compare.			
	Hispanic - Not enough Data to compare.			

SEL

Data charts are not available at this time.

Social Studies

2021-2022 School Year:

Elementary Social Studies - The "Primary Source Feedback Data" can now be accessed via the following link. The linked document contains feedback for the 1st, 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

2022-2023 School Year:

Elementary Social Studies - Students will continue to be exposed to a variety of primary sources documents in order to develop their knowledge, skills, and analytical abilities. Such skills are incorporated into all units of study, and it is therefore expected that the primary source analysis process will help in raising student achievement.

> Goal: By the end of the year, students in grades 3, 4, and 5 will be able to successfully analyze a primary source document with little to no assistance. In order to achieve this goal, teachers, using several different primary source documents, will scaffold the analysis process with students using resources from the "DBQ Project" and the National Archives (click here). At the end of each semester, students will be required to analyze a primary source document selected by the Supervisor of Elementary Education. Teachers will then complete a survey to identify students' strengths and weaknesses with the analysis process.
>
> Elementary Student Demographic Data
>
> "Primary Source Feedback Data" can now be accessed via the following link.
>
> Elementary Social Studies Primary Source Feedback Data - Click here

Secondary Social Studies - Students will continue to be exposed to mini-DBQs through the “DBQ Online” application. The knowledge, skills, and analytical abilities that students acquire by working through the DBQ writing process are incorporated into all units of study, and it is therefore expected that the mini-DBQ process will result in raising students’ overall grades.

Goal: The overall average semester grade for all students and subgroups will increase by at least 3% from the first semester to the second semester and/or the overall average grade for all students and subgroups will be at least 70.00%.

To view current secondary student demographic data, please click the following link.

Secondary Student Demographic Data

The “ Semester Grade Chart” and the “Projected Student Outcome Chart” can be accessed via the following link. Additional data (i.e. DBQ Data) is also included in the linked document.

Secondary Social Studies Outcome Data - Click here