

**Relationships, Opportunities, Achievement
to Belong, Grow, Succeed.**



**Spring 2023 Update &
2023–2024 School Year Plan**

Superintendent's Note



As I mentioned in the 2022–2023 mid-year update, AACPS has gathered valuable insight from students, staff, and community members to assess current practices and inform future initiatives. This work is an example of the engagement efforts that will continue throughout my tenure to ensure that diversity of voice is present and considered in all

that we do. Listening to the many individuals in our school community is the most basic and sincerest way to validate the sense of belonging that should be felt by everyone in our AACPS family.

This end-of-year update and 2023–2024 preview provides a transparent look at our progress and projections for the next school year. Throughout this report you will see the many ways that AACPS upheld the 2022–2023 theme by edifying **relationships**, expanding **opportunities**, and encouraging **achievement** for students.

From completing my *post-entry plan* to *realigning resources* for more equitable programming (e.g., Triple E full expansion) to introducing *safety initiatives* that welcomes community members back to our buildings to launching the first phase of a *comprehensive redistricting process*, AACPS will now seek to show and realize the following actions for every student: **Belong, Grow, Succeed**. We owe this to our young people and will fulfill these actions through deliberate work in the following ways:

- Developing unified school district governance
- Ensuring an intentional focus on instructional programming
- Increasing organizational effectiveness and efficiency
- Creating a culture of trust through action
- Establishing trust and confidence from the community at large

As I've said many times before, "AACPS is filled with awesome people who do amazing things for students every day." Because of them, I am ecstatic about the amazing outcomes that are destined for our students.

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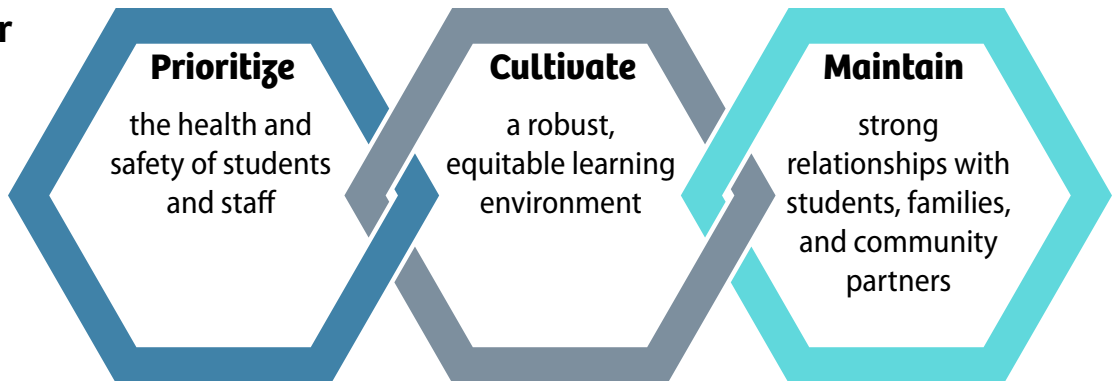
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**This update contains details or additions under applicable sections ONLY
in complement to the [2022–23 School Year Plan](#) and Mid-Year Update.**



Focus Forward

Guiding Principles for Sustaining Schools



Guiding Principles for Supporting Schools



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

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

For the 2023–2024 school year, FPCs will be reorganized or subsumed under the following pillar structure as part of AACPS’ operational transition to comply with the Blueprint for Maryland’s Future. This realignment will include workgroups within main pillar meetings to be held biweekly throughout the year.

Blueprint Pillars & Foci

Pre-K	Communication, Expansion, PD to Support, Partnerships with County Government and Private Providers
Teachers and Leaders	Career Ladder, Leadership Roles and School Structures, Distribution of Teachers, Equitable Hiring
Teachers and Leaders	Professional Development, Interns, New Teacher Support, Teacher Evaluation
College and Career Readiness	Elementary Education Focus, Secondary Education, 6-10, Non-CCR (CCR Yet) Students
College and Career Readiness	Dual Enrollment, AP/IB, CTE/Apprenticeships, Career Counseling
More Resources	Special Education Funding, English Language Learner Funding, Concentration of Poverty (Community Schools), Mental Health

Equity

To ensure safe, inclusive, relevant, engaging, and effective learning experiences, AACPS continued to uphold the principles and practices as outlined in MSDE’s Equity and Excellence Guide and the school system’s Educational Equity Policy and Regulation in the 2021-2022 school year. By developing or bolstering existing policies, the school system has made it a priority to address safe and inclusive environments for LGBTQ+ students and staff; eliminate bias-motivated behavior and language; and increase workforce diversity.

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

The school district continued its equity work with a focus on “Culturally Responsive Teaching,” building staff capacity for greater awareness of how the brain can apply intentional action to mitigate implicit bias in the classroom and in the school. In fact, all AACPS schools have initiated the planning of culturally responsive lessons with the inclusion of equity goals in their School Improvement Plans (SIPs). Aiming to promote academic success and social-emotional well-being in a safe and inclusive environment, two half-day equity-related professional development sessions for all staff were conducted in the first semester with two more planned for the second semester. This practice is a continuation from previous school years.

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

Additional Equity highlights:

- Continue to engage AACPS System stakeholders in Building Equity Stamina Training (BEST) and implementation of equity modules around Zaretta Hammond’s Culturally Responsive Teaching & the Brain text
- Built equity approaches to attracting and hiring with the District’s Diversity Workforce Committee
- Established a district-wide Student Equity Advisory Team (SEAT)
- Continue to implement Unity Day lessons based on “Teaching for Social Justice” standards

- Implementing equity learning visits to assess the inclusion of culturally responsive practices
- Continue to connect with community organizations
- Continue to offer a lending library with social justice antiracist materials
- Established an AACPS Facebook page that is solely in Spanish
- Conducted community-based Listening & Learning Tours at 16 sites throughout Anne Arundel County, including 3 held for our Spanish-speaking families
- Held an Acceptance & Inclusion Community Forum
- AACPS will conduct a curriculum audit seeking inclusion of examples of equity, acceptance, and diversity beginning Spring 2023.
- Remained steadfast in the delivery of systemic professional development focused on Equity
- Continued Equity Learning Walks as extensions of the Equity professional development curriculum which focused on Culturally Responsive Teaching and the Brain
- Created and implemented commemorative month lessons
- Continued facilitation of Implicit Bias training for other staff (e.g., transportation providers)
- Sponsored Equity Symposium, June 22, 2023

For the 2023–2024 school year, AACPS will continue to focus on equitable practices as outlined in established Board of Education of Anne Arundel County Policy AF— Educational Equity and aligning regulation AF-RA which includes:

- Equity-driven decision making
- Equity-focused professional development
- Equity-oriented/instructional frame in curriculum development Diversity, Equity, Inclusion (DEI) integration

Teaching & Learning

Recruitment & Staffing

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

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

Moreover, multiple strategies, including intern connections/open contract provisions, Central Office coverage, virtual teaching, and use of distant learning with synchronous OWL instruction and MVLO, have been implemented to ensure quality instruction despite the instructional staff shortages.

Weekly communications to the public about staffing vacancies are published in the effort to solicit viable candidates for essential positions in the district. www.aacps.org/weeklyupdate

In Spring 2023, AACPS launched updated recruitment and staffing Web pages to allow for convenient job category navigation. The school system’s main recruitment page invites visitors to “Share the world with our students,” as the perfect invitation to embark on a rewarding career working for/with AACPS students. Additionally, AACPS partnered with iHeart Radio and White House Initiative to increase recruitment outreach.

Furthermore, Superintendent Dr. Mark Bedell allocated funds within the existing budget to provide bonuses to eligible employees as a gesture of appreciation.

In addition to the recruitment strategies employed over the last two school years, AACPS hosted recruitment fairs for all positions in both the spring and summer. Through the forward-thinking support of the Anne Arundel County Executive and Council, starting salaries for teachers were significantly increased to be competitive with other state jurisdictions.

Professional Development

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

Note: The focus of building the capacities of educators to meet the needs of and accelerate learning for our incredible youth continued in preparation for the 2022–2023 school year. Specifically, it included System targets aligned to the Strategic Plan such as:

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

Cultivating craft has continued in the above areas. Additionally, the platform has expanded to include Office Hours, asynchronous modules, embedded professional learning in collaborative planning, summits, and module access.

Building a teacher core of experts in moving from good to great requires investing in our educators and educational leaders. AACPS recognizes the best way to ensure both career and academic growth for students is the provision of professional development, colleague networking, and system-aligned training. Professional development for 2023–2024 school year will introduce more personalized opportunities to engage all staff positions using a variety of platforms, e.g., RIS²E (Re-envisioning Instruction and Strategic Supports for Educators) Conference in July 2023, specialized academies, and departmental events in August 2023.

SY2022–2023 Data Updates

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

On the following pages are key data highlights from the first and fourth marking periods of the 2022–2023 school year and trend data for certain assessment/performance indicators. This data informed and resulted from academic decision-making in the effort to support academic recovery, growth, and achievement. Overall, AACPS values the importance of triangulating data to tell the stories of our students through the numbers thus reflecting a growth mindset.

i-Ready Diagnostics

AACPS continues to use i-Ready diagnostic assessments to monitor K–8 student progress in reading and mathematics to identify students needing additional support and to inform customized instruction.

Disaggregated by subject (math/reading) and school level (elementary/middle), the following tables/graphs evaluate Fall SY22–23 i-Ready assessments by comparing performance among student groups and Fall trend data from SY21–22 to SY22–23.

Note that proficiency is defined as achieving “Early On” or “Above” grade level, so grade-level proficiencies in Fall are not expected to be high. For reference, Curriculum Associates (the developer of i-Ready) defines “One Grade Level Below” placement as “students approaching grade level expectation” who “will benefit from grade-level instruction with support.” Performance vs. growth evaluations on i-Ready will be conducted at the end of this school year.

Key Findings

- Overall, 26.7% and 31.6% of elementary (grades K–5) students and 22.0% and 34.8% of middle school (grades 6–8) students have achieved Early On or Above grade-level expectations on math and reading, respectively.
- Among student groups, comprising at least 3% of the student population of AACPS, Asian, White, and non-FARMS students performed Early On or Above Grade Level at the highest rates. In comparison, FARMS, special education, and ELL students met the Early On or Above Grade Level benchmark at the lowest rates.
- For most student groups, the math performance rankings from SY20–21 to SY22–23 were highest in SY20–21 and lowest in SY21–22, which may be attributed to learning loss during the disruptions and challenges at the height of the COVID-19 pandemic. For most groups, the reading performance rankings in SY20–21 were the highest while not significantly different from SY21–22 or SY22–23 which indicates that students have yet to ‘catch up’ with their learning loss from the pandemic.
- Based on statistical analysis, the most significantly disadvantaged demographic factor for math and reading performance was FARMS, and the second most affected demographic for reading is ELL.

Links to AACPS iReady Resources

District AACPS i-Ready site—<https://sites.google.com/aacps.org/aacpsi-ready/home>

District AACPS i-Ready goals—

https://drive.google.com/file/d/1nYcd9tnPzdKAazHvNBnEQ8yt-h4nIODc/view?usp=share_link

Additional information on i-Ready— <https://www.aacps.org/iready>

2022–2023 Fall i-Ready Performance by Student Group

The percentages of students achieving Early On or Above Grade Level are shown below. Overall, 16.7% and 31.6% of elementary school students and 22.0% and 34.8% of middle school students met Early On or Above Grade Level expectations in math and reading, respectively. Among student groups, comprising at least 3% of the student population of AACPS, Asian, White, and non-FARMS students performed Early On or Above Grade Level at the highest rates. In comparison, FARMS, special education, and ELL students met the Early On or Above Grade Level benchmark at the lowest rates.

2022–2023 Fall i-Ready Percentage Early On or Above Grade Level by Student Group

Student Group	Elementary Math		Middle Math		Elementary Reading		Middle Reading	
	N	% Early On or Above Grade Level	N	% Early On or Above Grade Level	N	% Early On or Above Grade Level	N	% Early On or Above Grade Level
All	30643	16.7%	17939	22.0%	30707	31.6%	18270	34.8%
American Indian/ Alaska Native	79	21.5%	47	10.6%	79	29.1%	49	26.5%
Asian	1195	25.2%	685	45.9%	1198	42.1%	691	49.6%
Black/African American	6505	8.2%	3923	9.9%	6521	24.8%	4040	22.7%
Hispanic	6159	7.6%	3504	10.8%	6178	17.1%	3583	20.3%
Multi-Racial	2003	17.9%	1181	24.0%	2007	35.4%	1190	37.6%
Native Hawaiian/ Pacific Islander	53	22.6%	25	20.0%	53	47.2%	25	48.0%
White	14649	23.3%	8574	29.9%	14671	39.4%	8692	44.9%
Non-FARMS	17555	24.5%	10428	32.0%	17576	42.8%	10532	47.9%
FARMS	13088	6.1%	7511	7.9%	13131	16.7%	7738	16.9%
Non-Special Education	27653	17.8%	16191	24.0%	27707	34.1%	16487	37.9%
Special Education	2990	6.2%	1748	3.3%	3000	9.1%	1783	6.7%
Non-ELL	26641	18.7%	16304	23.9%	26686	35.2%	16596	38.0%
ELL	4002	3.4%	1635	2.4%	4021	8.0%	1674	3.6%
Female	15094	13.5%	8938	20.6%	15123	33.6%	9115	38.1%
Male	15545	19.7%	8990	23.3%	15581	29.7%	9146	31.5%
Non-Binary	4	0.0%	11	27.3%	3	66.7%	9	88.9%

Source: Performance Matters; Contains all students who completed the Fall iReady Diagnostic by 9/16/2022

Performance Trends by Student Group

For most groups, the math performance rankings were highest in SY2020-21 and lowest in SY2021–22, which may be attributed to learning loss due to disruptions and challenges during the height of the COVID-19 pandemic. For most groups, the reading performance rankings in SY20-21 were the highest but not significantly different from SY21–22 and SY22–23 which indicates that students have yet to ‘catch up’ with their learning loss from the pandemic.

Three-year Trend Data: i-Ready Early On or Above Grade Level Percentages by Student Group Elementary School

Student Group	Elementary Math			Elementary Reading		
	2020-21	2021–22	2022–23	2020-21	2021–22	2022–23
All	33.1	14.0	16.7	47.4	32.7	31.6
American Indian/Alaska Native	25.8	14.4	21.5	44.8	26.3	29.1
Asian	48.0	23.6	25.2	61.3	40.5	42.1
Black/African American	25.8	7.0	8.2	40.1	23.9	24.8
Hispanic	22.3	5.6	7.6	30.5	18.0	17.1
Multi-Racial	34.2	15.7	17.9	52.9	37.7	35.4
Native Hawaiian/Pacific Islander	26.7	18.2	22.6	51.7	55.2	47.2

White	38.9	19.2	23.3	55.1	41.4	39.4
Non-FARMS	40.0	19.6	24.5	57.7	43.6	42.8
FARMS	22.0	4.5	6.1	31.2	15.3	16.7
Non-Special Ed	34.4	15.0	17.8	49.9	35.6	34.1
Special Education	19.8	4.9	6.2	24.0	7.0	9.1
Non-ELL	35.0	15.6	18.7	51.2	36.6	35.2
ELL	19.2	2.4	3.4	20.5	5.0	8.0
Female	31.1	12.0	13.5	49.5	35.6	33.6
Male	35.0	15.9	19.7	45.4	29.9	29.7

Source: Performance Matters

Three-year Trend Data: i-Ready Early On or Above Grade Level Percentages by Student Group Middle School

Student Group	Middle School Math			Middle School Reading		
	2020-21	2021–22	2022–23	2020-21	2021–22	2022–23
All	30.2	19.9	22.0	41.9	34.1	34.8
American Indian/Alaska Native	23.4	7.3	10.6	39.1	24.4	26.5
Asian	48.7	39.1	45.9	56.9	49.7	49.6
Black/African American	15.7	8.2	9.9	27.5	21.4	22.7
Hispanic	17.2	9.1	10.8	26.3	19.0	20.3
Multi-Racial	33.0	21.0	24.0	45.1	38.3	37.6
Native Hawaiian/Pacific Islander	16.7	23.3	20.0	45.9	46.7	48.0
White	39.1	27.6	29.9	51.7	43.8	44.9
Non-FARMS	40.0	28.3	32.0	53.6	45.4	47.9
FARMS	13.3	6.1	7.9	21.8	15.7	16.9
Non-Special Ed	32.4	21.7	24.0	45.0	37.2	37.9
Special Education	5.9	2.6	3.3	9.9	5.8	6.7
Non-ELL	31.9	21.3	23.9	44.3	36.7	38.0
ELL	3.1	0.9	2.4	3.0	0.9	3.6
Female	30.0	18.2	20.6	45.3	37.2	38.1
Male	30.3	21.5	23.3	38.5	31.0	31.5

NOTE: While iReady is used for practice and mastery throughout the school year, the largest administration of the tool is conducted in the fall to provide a baseline trajectory for every student's learning path. Therefore, the most pertinent, disaggregated data reflects information from the fall of any given school year.

iReady Average Weekly Usage – 2022–2023 Q4 – All Students

Average Minutes	Reading	Math	Grand Total
0	12.40%	8.45%	10.43%
1-9	31.80%	28.92%	30.36%
10-29	37.49%	41.91%	39.70%
30-49	12.39%	14.60%	13.49%
50+	5.92%	6.11%	6.02%
Grand Total	100.00%	100.00%	100.00%

iReady Average Weekly Usage – 2022–2023 Q4 – By Grade Band

Average Minutes	Reading	Math	Grand Total
0	6.73%	4.31%	5.52%
1-9	30.20%	31.82%	31.01%
10-29	38.49%	41.67%	40.08%
30-49	16.02%	14.82%	15.42%
50+	8.55%	7.37%	7.96%
Grades K-5	100.00%	100.00%	100.00%
0	23.39%	16.47%	19.93%
1-9	34.91%	23.31%	29.11%
10-29	35.54%	42.38%	38.96%
30-49	5.34%	14.17%	9.76%
50+	0.81%	3.67%	2.24%
Grades 6-8	100.00%	100.00%	100.00%

To promote student practice and mastery, AACPS recommends that students use iReady 30 minutes or more per week as a complement to their instruction. The following tables reveal how much time students (all, elementary, and middle school) spent using iReady during the fourth quarter of the 2022–2023 school year.

With the strategic implementation of targeted weekly time usage in math and reading at both the elementary and middle school levels, AACPS is anticipating an increase in % Early On and Above Grade Level with the fall 2023 iReady diagnostic administration.

Academic Outcomes—Academic Goals

AACPS recognizes that not all student groups met the established projections although thriving increased. The following tables represent learning loss growth in terms of % failures from the first quarter to fourth quarter grades from SY2022–2023 for various student groups at the elementary, middle, and high school levels, respectively. Those meeting updated projections are indicated with a MET reference and projections for SY2023–2024 are also included.

Elementary School Academic Outcomes:

*Percentage of Student Failures (% student enrollment)—Marking Periods 1 & 4
with goal status and 2023–2024 projections*

Results	Math			Reading/Writing			Science			Social Studies		
	Q1	Q4	Projection	Q1	Q4	Projection	Q1	Q4	Projection	Q1	Q4	Projection
		Goal Status			Goal Status			Goal Status			Goal Status	
All Students (Grades 3–5)	1.29%	1.01% MET	0.91%	1.08%	0.91% MET	0.82%	0.48%	0.60% NOT MET	0.54%	0.55%	0.69% NOT MET	0.62%
Females	1.16%	0.83% MET	0.75%	0.73%	0.61% MET	0.55%	0.26%	0.47% NOT MET	0.42%	0.37%	0.46% MET	0.41%
Males	1.42%	1.19% MET	1.07%	1.41%	1.21% MET	1.09%	0.68%	0.71% NOT MET	0.64%	0.73%	0.91% NOT MET	0.82%

Results	Math			Reading/Writing			Science			Social Studies		
	Q1	Q4	Projection	Q1	Q4	Projection	Q1	Q4	Projection	Q1	Q4	Projection
		Goal Status			Goal Status			Goal Status			Goal Status	
American Indian/ Alaska Native	0.00%	0.00% MET	0.00%	0.00%	0.00% MET	0.00%	0.00%	0.00% MET	0.00%	0.00%	0.00% MET	0.00%
Asian	0.62%	0.21% MET	0.19%	0.74%	0.23% MET	0.21%	0.14%	0.41% NOT MET	0.37%	0.41%	0.27% NOT MET	0.24%
Black/African American	2.64%	2.13% MET	1.92%	2.25%	1.77% MET	1.59%	1.33%	1.22% MET	1.10%	1.28%	1.46% MET	1.31%
Hispanic	1.98%	1.37% MET	1.23%	1.31%	1.15% MET	1.04%	0.42%	0.74% NOT MET	0.67%	0.37%	0.64% MET	0.58%
Multi-Racial	0.97%	0.99% NOT MET	0.89%	1.03%	1.04% NOT MET	0.94%	0.33%	0.41% NOT MET	0.37%	0.49%	0.66% NOT MET	0.59%
Native Hawaiian/ Pacific Islander	0.00%	0.00% MET	0.00%	0.00%	0.00% MET	0.00%	0.00%	0.00% MET	0.00%	0.00%	3.13% NOT MET	2.82%
White	0.46%	0.38% MET	0.34%	0.47%	0.43% MET	0.39%	0.16%	0.28% MET	0.25%	0.31%	0.37% NOT MET	0.33%
Students with Disabilities	1.98%	2.33% MET	2.10%	1.98%	2.17% MET	1.95%	1.07%	1.29% NOT MET	1.73%	1.57%	1.83% MET	1.65%
Active ELL Students	2.59%	1.90% MET	1.71%	1.98%	1.49% MET	1.34%	0.57%	1.08% NOT MET	0.97%	0.81%	0.77% MET	0.69%
Economically Disadvantaged	2.66%	2.32% MET	2.09%	2.22%	1.92% MET	1.73%	1.03%	1.35% MET	1.22%	1.26%	1.53% MET	1.38%
Other FARMS	1.79%	1.09% MET	0.98%	1.39%	1.03% MET	0.93%	0.51%	0.71% NOT MET	0.64%	0.62%	0.63% MET	0.57%
All FARMS	2.38%	1.97% MET	1.77%	1.96%	1.67% MET	1.50%	0.87%	1.17% NOT MET	1.05%	1.06%	1.28% MET	1.15%
Chronically Absent (>18 days)	5.27%	2.98% MET	2.68%	4.51%	2.28% MET	2.05%	2.93%	1.67% MET	1.50%	3.04%	1.95% MET	1.76%

Summary: Virtually all student groups in Elementary reduced failures in Reading and Mathematics. While some student groups did not meet projected targets in Science and Social Studies, failures did not increase significantly and stayed stagnant from last year to this year.

Middle School Academic Outcomes:

Percentage of Student Failures (% student enrollment)—Marking Periods 1 & 4
with goal status and 2023–2024 projections

Results	Math			Reading/Writing			Science			Social Studies		
	Q1	Q4	Projection	Q1	Q4	Projection	Q1	Q4	Projection	Q1	Q4	Projection
		Goal Status			Goal Status			Goal Status			Goal Status	
All Students (Grades 6–9)	4.77%	6.02% NOT MET	5.42%	3.66%	4.41% 4.46%	3.97%	3.80%	4.73% NOT MET	4.26%	3.40%	4.47% NOT MET	4.02%
Females	4.21%	4.96% NOT MET	4.46%	2.00%	3.51% 14.32%	3.16%	2.75%	3.78% NOT MET	3.40%	2.88%	3.80% NOT MET	3.42%
Males	5.31%	7.05% NOT MET	6.35%	4.62%	5.29% 1.34%	4.76%	4.73%	5.67% NOT MET	5.10%	3.93%	11.76% NOT MET	10.58%
Gender Neutral	7.14%	15.91% MET	14.32%	7.14%	5.88% 6.92%	5.29%	7.14%	0.00% MET	0.00%	0.00%	0.00% MET	0.00%

Results	Math			Reading/Writing			Science			Social Studies		
	Q1	Q4	Projection	Q1	Q4	Projection	Q1	Q4	Projection	Q1	Q4	Projection
		Goal Status			Goal Status			Goal Status			Goal Status	
American Indian/ Alaska Native	9.43%	20.00% NOT MET	18.00%	7.84%	4.08% 3.60%	3.67%	7.69%	8.00% NOT MET	7.20%	5.45%	6.00% MET	5.40%
Asian	1.31%	1.49% MET	1.34%	0.82%	1.24% 7.72%	1.12%	1.34%	1.62% NOT MET	1.46%	1.56%	2.03% NOT MET	1.83%
Black/African American	7.01%	9.66% NOT MET	8.69%	5.20%	6.46% 11.29%	5.81%	5.60%	6.30% NOT MET	5.67%	5.29%	6.07% NOT MET	5.46%
Hispanic	7.30%	7.69% NOT MET	6.92%	4.83%	6.35% 10.04%	5.72%	5.80%	7.14% NOT MET	6.43%	4.72%	6.30% NOT MET	5.67%
Multi-Racial	4.65%	5.28% NOT MET	4.75%	2.76%	3.68% MET	3.31%	3.54%	4.08% MET	3.67%	2.69%	3.68% NOT MET	3.31%
Native Hawaiian/ Pacific Islander	3.70%	4.00% MET	3.60%	0.00%	0.00% MET	0.00%	0.00%	0.00% MET	0.00%	0.00%	0.00% MET	0.00%
White	2.91%	3.86% NOT MET	3.47%	2.76%	2.93% MET	2.64%	2.28%	3.24% NOT MET	2.92%	2.16%	3.18% NOT MET	2.86%
Students with Disabilities	6.79%	8.58% NOT MET	7.72%	5.88%	6.73% NOT MET	6.06%	3.80%	7.77% NOT MET	6.99%	4.59%	6.92% NOT MET	6.23%
Active ELL Students	11.39%	11.69% NOT MET	10.52%	7.94%	8.36% NOT MET	7.52%	9.78%	10.91% NOT MET	9.82%	8.09%	9.45% NOT MET	8.51%
Economically Disadvantaged	9.58%	12.54% NOT MET	11.29%	7.24%	9.05% NOT MET	8.15%	7.58%	10.11% NOT MET	9.10%	7.04%	9.02% NOT MET	8.12%
Other FARMS	5.67%	7.75% NOT MET	6.98%	3.99%	5.95% NOT MET	5.36%	4.94%	6.03% NOT MET	5.43%	3.77%	5.54% NOT MET	4.99%
All FARMS	8.32%	11.15% NOT MET	10.04%	6.22%	8.18% NOT MET	7.36%	6.73%	8.92% NOT MET	8.03%	5.99%	8.00% NOT MET	7.20%
Chronically Absent (>18 days)	46.15%	17.19% MET	15.47%	41.04%	12.70% MET	11.43%	38.76%	13.84% MET	12.46%	44.26%	13.45% MET	12.11%

Summary: While there is work to do in Middle School to address failures across content areas, chronically absent students decreased their percentage of failures of all student groups from last year to this year.

High School Academic Outcomes:

Percentage of Student Failures (% student enrollment)—Marking Periods 1 & 4
with goal status and 2023–2024 projections

Results	Math			Reading/Writing			Science			Social Studies		
	Q1	Q4	Projection	Q1	Q4	Projection	Q1	Q4	Projection	Q1	Q4	Projection
		Goal Status			Goal Status			Goal Status			Goal Status	
All Students (Grades 10–12)	11.61%	11.29% NOT MET	10.16%	10.68%	11.09% NOT MET	9.98%	9.94%	10.07% NOT MET	9.06%	8.92%	10.90% NOT MET	9.08%
Females	9.92%	9.94% NOT MET	8.95%	9.03%	9.61% NOT MET	8.65%	8.41%	8.44% NOT MET	7.60%	7.51%	8.47% NOT MET	7.62%
Males	12.76%	12.56% NOT MET	11.30%	12.28%	12.50% NOT MET	11.25%	11.31%	11.65% NOT MET	10.49%	10.17%	11.74% NOT MET	10.57%
Gender Neutral	16.28%	15.91% NOT MET	14.32%	17.54%	14.63% NOT MET	13.17%	10.00%	10.26% MET	9.23%	12.77%	15.56% NOT MET	14.00%

Results	Math			Reading/Writing			Science			Social Studies		
	Q1	Q4	Projection	Q1	Q4	Projection	Q1	Q4	Projection	Q1	Q4	Projection
		Goal Status			Goal Status			Goal Status			Goal Status	
American Indian/ Alaska Native	6.58%	8.86% MET	7.97%	8.99%	10.53% MET	9.48%	6.58%	12.68% NOT MET	11.41%	6.82%	11.11% MET	10.00%
Asian	2.37%	3.86% MET	3.47%	3.76%	5.03% NOT MET	4.53%	2.37%	3.59% MET	3.23%	2.97%	4.21% NOT MET	3.79%
Black/African American	12.37%	13.73% NOT MET	12.36%	12.84%	13.16% MET	11.84%	12.37%	12.06% MET	10.85%	12.04%	13.26% NOT MET	11.93%
Hispanic	17.56%	18.35% NOT MET	16.52%	17.06%	18.11% NOT MET	16.30%	17.56%	17.64% NOT MET	15.88%	15.93%	17.61% NOT MET	15.85%
Multi-Racial	8.56%	10.90% MET	9.81%	11.29%	11.17% MET	10.05%	8.56%	8.76% NOT MET	7.88%	8.88%	10.11% NOT MET	9.10%
Native Hawaiian/ Pacific Islander	6.52%	12.73% NOT MET	11.46%	10.91%	5.77% MET	5.19%	6.52%	4.76% MET	4.28%	7.69%	9.43% NOT MET	8.49%
White	6.23%	7.79% NOT MET	7.01%	7.71%	7.87% MET	7.08%	6.23%	6.60% NOT MET	5.94%	5.20%	6.04% NOT MET	5.44%
Students with Disabilities	19.01%	17.30% NOT MET	15.57%	16.45%	17.34% NOT MET	15.61%	19.01%	16.95% NOT MET	15.26%	18.33%	19.44% NOT MET	17.50%
Active ELL Students	26.88%	25.82% NOT MET	23.24%	23.64%	24.63% NOT MET	22.17%	26.88%	22.94% NOT MET	20.65%	25.93%	24.27% NOT MET	21.84%
Economically Disadvantaged	19.60%	21.43% MET	19.29%	20.19%	20.65% MET	18.59%	19.60%	18.92% MET	17.03%	17.99%	20.56% NOT MET	18.50%
Other FARMS	14.84%	15.59% NOT MET	14.03%	14.42%	15.15% MET	13.64%	13.01%	13.97% NOT MET	12.57%	12.76%	13.51% NOT MET	12.16%
All FARMS	18.83%	19.60% NOT MET	17.64%	18.27%	19.02% NOT MET	17.12%	17.32%	17.36% NOT MET	15.62%	16.07%	18.37% NOT MET	16.53%
Chronically Absent (>18 days)	71.86%	25.80% MET	23.22%	67.25%	24.76% MET	22.28%	70.99%	25.46% MET	22.91%	67.78%	25.98% MET	23.38%

Summary: At the High school level, chronically absent students decreased failures across all contents in the fourth marking of SY22-23 between 18–21%. Additionally, Economically Disadvantaged students decreased fourth marking period failures in all contents except Social Studies.

Chronic Absenteeism

Chronic absenteeism includes students who miss 10% or more of enrolled instructional days. AACPS recognizes a direct correlation between attendance and other academic measures, including grades and state test scores, so monitoring, communicating, and supporting families is necessary for improvement. The following tables show current and trend absenteeism data through June 16, 2023.

Summary

Although AACPS MET the updated projections in the student group of Chronically Absent as it related to grade-level failures, fourth-quarter absenteeism continues to be challenging, requiring increased monitoring and intervention through a district-wide implemented multi-tiered systems of support (MTSS). AACPS has partnered with Attendance Works into the 2023–2024 school year to identify attendance needs and create a systemic approach to addressing chronic absenteeism in the district.

AACPS Chronic Absenteeism Trends**Chronic Absenteeism Overall — 4th Quarter**

Grade Level	2020–2021	2021–2022	2022–2023	Δ2021–22 to 2022–23
K-12	19.44%	25.44%	27.45%	2.01%
Elementary	12.97%	22.03%	24.34%	2.31%
Middle	18.47%	20.65%	21.99%	1.34%
High	30.28%	34.24%	33.85%	-0.39%

Chronic Absenteeism by Grade Level — 4th Quarter

Grade Level	2020–2021	2021–2022	2022–2023	Δ2021–22 to 2022–23
K	15.10%	25.75%	30.90%	5.15%
1	13.68%	23.00%	26.51%	3.51%
2	13.22%	22.28%	23.10%	0.82%
3	12.28%	20.93%	22.86%	1.93%
4	12.18%	19.54%	22.90%	3.36%
5	11.52%	20.74%	19.93%	-0.81%
6	16.06%	19.47%	19.99%	0.52%
7	18.53%	20.49%	22.26%	1.77%
8	20.83%	21.99%	23.67%	1.68%
9	25.53%	33.45%	33.87%	0.42%
10	29.95%	32.46%	33.05%	0.59%
11	30.08%	33.36%	30.14%	-3.22%
12	36.33%	38.15%	38.45%	0.30%

Elementary School Chronic Absenteeism by Student Group — 4th Quarter

Student Group	2020–2021	2021–2022	2022–2023	Δ2021–22 to 2022–23
Black/African American	20.41%	27.82%	30.22%	2.40%
Hispanic	16.16%	27.90%	28.96%	1.06%
White	8.82%	16.95%	19.18%	2.23%
Special Education	22.86%	32.39%	34.44%	2.05%
ELL	18.81%	28.21%	28.64%	0.43%
FARMS	25.10%	35.06%	35.49%	0.43%

Middle School Chronic Absenteeism by Student Group — 4th Quarter

Student Group	2020–2021	2021–2022	2022–2023	Δ2021–22 to 2022–23
Black/African American	24.94%	25.18%	25.06%	-0.12%
Hispanic	25.48%	22.50%	25.01%	2.51%
White	13.42%	18.37%	19.50%	1.13%
Special Education	32.26%	34.56%	33.53%	-1.03%
ELL	36.34%	24.62%	27.79%	3.17%
FARMS	33.34%	31.86%	32.36%	0.50%

High School Chronic Absenteeism by Student Group — 4th Quarter

Student Group	2020–2021	2021–2022	2022–2023	Δ2021–22 to 2022–23
Black/African American	36.45%	39.53%	37.64%	-1.89%
Hispanic	43.00%	41.49%	43.47%	1.98%
White	24.71%	29.85%	28.51%	-1.34%
Special Education	42.72%	47.51%	45.71%	-1.80%
ELL	57.27%	45.68%	48.08%	2.40%
FARMS	47.49%	49.55%	46.85%	-2.70%

Learning Recovery & Growing Student Capacity

Building on the myriad of academic opportunities and initiatives conducted over the summer of 2022, AACPS continued to expand co-curricular opportunities for students to address learning loss and student growth. The approach for SY22–23 recognizes the need to excite, provide application with passion, and generate interest to deeply engage students. To that end, co-curricular offerings (virtual and/or in-person) have expanded to include before/after school, during school, and weekend opportunities. Co-curricular programs provide fun and joyful engagement while endorsing the following values:

Fostering relationships that provide social skill competency

Taking ownership of work with an obligation to see an activity to fruition

Growing personally to succeed or thrive in school

AACPS leadership engages in regular data discussions to better inform student access and success in the teaching and learning process. AACPS' new Superintendent is also studying instructional programming, strategically exploring enhancements to the instructional platform, curriculum, and assessment. A curriculum audit is planned for spring 2023.

Using ongoing Executive Team Data dives, strategy-driven decisions for results have been identified to accelerate learning while eliminating achievement, opportunity, and excellence gaps. As also emphasized in our values, AACPS continues to believe participation in beyond school hours experiences continues to promote student behaviors. All secondary students have been able to access opportunities during FLEX time which:

- Promotes intellectual curiosity and critical thinking outside of the classroom
- Provides meaningful exchanges between students, teachers, staff, and community members outside of the classroom.

Elementary and middle school programs offer mathematics, literacy, cultural arts, movement, mindfulness, and co-curricular experiences. At the high school level, there is a wide range of opportunities to earn high school credits in all subject areas required for graduation – credit recovery and original credit opportunities. Traditional summer offerings, including Extended School Year (ESY), Camp Engage, SOAR, Summer Bridge, Arlington Echo 17

For summer 2023, AACPS planned a wide range of summer programs for elementary, middle, and high school students. Programs are focused on helping AACPS students engage in enrichment or unfinished learning, with a focus on mathematics, literacy, and preparing for the next grade level. All programs encourage students to have fun while building healthy relationships with peers, practicing skills, and learning new concepts.

Additionally, AACPS continued its facilitation of the DoDEA grant-funded program, Meade Virtual Connect (MVC). MVC is a vibrant network of virtual opportunities for students and adults living and working in the Meade Cluster communities. MVC allows for increased engagement of Meade Cluster students in the full life of their school and community, including academic courses and tutoring, social-emotional supports, clubs & workshops, career/

workforce awareness opportunities, internships, and service-learning events and activities. The MVC network further supports educators and families with timely professional development and parenting workshops, respectively.

Turning to the 2023–2024 school year, AACPS seeks to ensure that every AACPS student thrives in their educational pursuits through data-informed actions and new organizational structures. Deep data dives will continue to be a staple of executive team meetings. Such work is essential to gain a better understanding not just of the data, but of specific student groups within the data as the reasons for student performance are examined at a granular level. From expanding school day options to mentoring programs, AACPS will pursue innovative approaches in instruction to promote college and/or career readiness for all students.

In response to the comprehensive curriculum audit conducted in spring 2023, instructional decisions will be assessed, expanded, and/or revised based on the audit’s conclusions and implemented for the 2023–2024 school year and beyond. This work complements the ongoing deep data dives at the executive level which set forth strategies in the effort to accelerate learning while eliminating achievement and opportunity gaps.

The School Day

Belong, Grow, Succeed.

With an intentional focus on building community, AACPS has created avenues for student voices to be heard. By further opening the lines of communication, our students have expressed a sense of belonging for which they have longed. As the 2023–2024 school year opens, AACPS students will experience the power of their voices through more flexible opportunities to evolve in the classroom, as well as socially and emotionally.

Course Expectations

High expectations with rigor and college and career preparedness continue to guide instructional programming. All grade-level curricula is developed using the Pre-K-12 Maryland College and Career Ready Standards (MCCRS) Frameworks. The standards include requirements for environmental literacy and financial literacy. Moving forward, AACPS seeks to improve offerings for students and ease some of the preparation burden that plagues teachers. As such, AACPS has commissioned a thorough curriculum audit to yield solutions that allow for more focus on instruction so that teachers are able to spend more time with students in more meaningful ways. AACPS seeks a curriculum that truly speaks to the diversity of its community. All AACPS students should see themselves reflected positively in the curriculum.

Schedules

Schedules for the 2023–2024 school year are designed to ensure all expectations for Pre-K–12 MCCRS and Standards are met. Additionally, the schedules were developed in consideration of the social-emotional learning needs of students as they engage as scholars with agency and accountability. This includes integrated wellness, flex blocks for academic coaching, clubs, and advisories.

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

The following pages outline the schedules per grade band. www.aacps.org/studentschedules

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Elementary Student Schedule: Pre-K through Grade 5

In addition to the regular Academic and Cultural Arts classes, the school day for students in grades Pre-K–5 includes a morning Wellness block, a 25 minute lunch and a 30-minute recess.

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

Weekly Scheduling of Wellness Period

Monday	Tuesday	Wednesday	Thursday	Friday
Community Circles / Second Step				

Schools have the option to arrange class times to meet their needs.

3-Year Old Pre-K	4-Year Old Pre-K	Kindergarten	Grade 1–2	Grade 3–5
Wellness (15 minutes)	Wellness (15 minutes)	Wellness (20 minutes)	Wellness (20 minutes)	Wellness (20 minutes)
Literacy (40 minutes)	Literacy (70 minutes)	Literacy (75 minutes)	Literacy (70 minutes)	Social Studies (30 minutes)
Math (50 minutes)	Math (60 minutes)	Math (60 minutes)	Math (70 minutes)	Cultural Arts (60 minutes)
Science/Social Studies (30 minutes)	Math (60 minutes)	Math (60 minutes)	Math (70 minutes)	Math (70 minutes)
Lunch (25 minutes)	Lunch (25 minutes)	Lunch (25 minutes)	Recess (30 minutes)	Math (70 minutes)
Recess (30 minutes)	Recess (30 minutes)	Recess (30 minutes)	Lunch (25 minutes)	Recess (30 minutes)
Cultural Arts A (30 minutes)	Science/Social Studies (30 minutes)	Science/Social Studies (30 minutes)	Science/Social Studies (30 minutes)	Lunch (25 minutes)
Cultural Arts B (30 minutes)	Cultural Arts A (30 minutes)	Cultural Arts (60 minutes)	Science/Social Studies (30 minutes)	Recess (30 minutes)
Literacy (40 minutes)	Cultural Arts B (30 minutes)	Cultural Arts (60 minutes)	Cultural Arts (60 minutes)	Science (30 minutes)
Developmental Centers (40 minutes)	Literacy (40 minutes)	Literacy (40 minutes)	Cultural Arts (60 minutes)	Literacy (100 minutes)
Rest Time (35 minutes)	Developmental Centers (30 minutes)	Developmental Centers (25 minutes)	Literacy (60 minutes)	

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Middle School Student Schedule

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

The schedule is aligned to the county’s middle school schedule—9:15AM–3:55PM. Periods 1–6 run for 50 minutes each. One 41-minute Flex period serves multiple purposes for students.

During AM Flex, schools will engage students in productive social experiences and wellness allowing them to share and grow as a community with opportunities for Advisory, Second Step and Wellness. The blocks will also provide opportunities for academic support and enrichment, career counseling, clubs, and Social and Emotional Learning experiences for students. Clubs will run at all middle schools; individual schools will create schedules based on the interests and needs of the student body.

Weekly Scheduling of AM Flex Periods

A-Day/B-Day Schedule		
9:15–9:56AM	Advisory–AM Flex (41 minutes)	Consistent period start and end times across all middle schools
10:00–10:51AM	Period 1 (51 minutes)	
Class times are determined by each middle school.	Period 2 (51 minutes)	Schools have the option to arrange these blocks to meet their needs
	Period 3 (51 minutes)	
	Lunch (25 minutes)	
	Period 4 (51 minutes)	
2:09–3:00PM	Period 5 (51 minutes)	Consistent period start and end times across all middle schools
3:04–3:55PM	Period 6 (51 minutes)	

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

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High School Student Schedule

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

The schedule is aligned to the county’s high school schedule—8:30AM–3:18PM. Periods 1, 2, and 4 are 80 minutes and Period 3 runs 83 minutes. One 30-minute Flex period serves multiple purposes for students.

During Flex, schools will engage students in productive social experiences, Advisory, and wellness allowing them to share and grow as a community. This block will also provide opportunities for academic support and enrichment, career counseling, clubs, and Social and Emotional Learning experiences for students. Clubs will run at all high schools; individual schools will create schedules based on the interests and needs of the student body.

A-Day/B-Day Schedule			
8:30–9:50AM	Period 1 (80 minutes)	Consistent period start and end times across all middle schools	
9:55–11:15AM	Period 2 (80 minutes)		
11:20–11:50AM	Flex (30 minutes)	Schools have the option to arrange these blocks to meet their needs	Alternate Scheduling for Lunch/Period 3 Flex (30 minutes) Lunch (25 minutes) A Lunch: 11:55 AM–12:21 PM B Lunch: 12:26 PM–12:52 PM C Lunch: 12:57 PM–1:23 PM D Lunch: 1:28 PM–1:54 PM
11:55–12:25PM	Lunch (30 minutes)		
12:30–1:53PM	Period 3 (83 minutes)		
1:58–3:18PM	Period 4 (80 minutes)	Consistent period start and end times across all middle schools	

Weekly Scheduling of AM Flex Periods

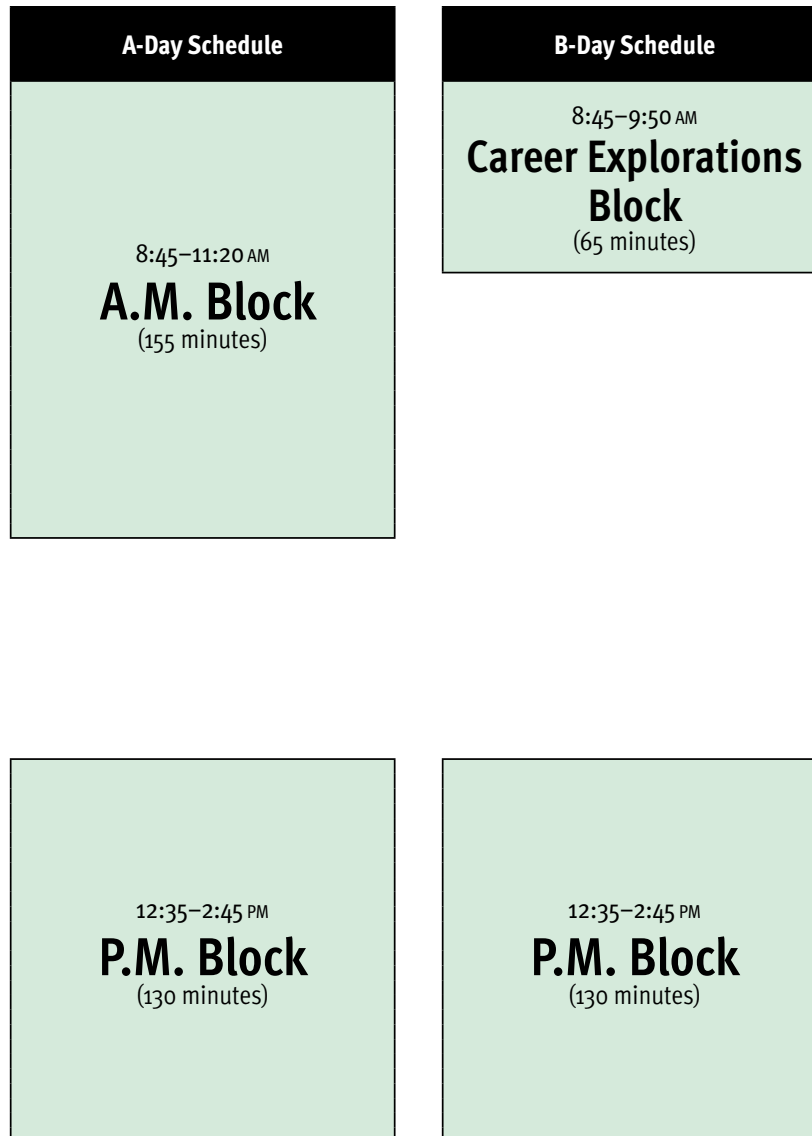
Monday	Tuesday, Wednesday, and Thursday	Friday
Career Counseling Community Circles Social/Emotional Learning Wellness	Academic Support & Enrichment Career Counseling Clubs	Career Counseling Community Circles Social/Emotional Learning Wellnes

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CAT Centers Student Schedules

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

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



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

Virtual Day Instruction

Per guidelines by the Maryland State Department of Education (MSDE), AACPS will submit a plan that proposes virtual day instruction for inclement weather (or other circumstances as allowed). In the fall of 2023, The proposal will be presented to the Board of Education of Anne Arundel County and the public will be able to provide input before submission to MSDE for approval. For reference, last year’s plan can be viewed at www.aacps.org/virtualdayplan

Attendance and Grading

AACPS has resumed pre-pandemic attendance protocols to address student absences. Students must follow the Compulsory School Attendance law (§ 7-301) which requires regular school attendance for all children 5 years and older and under the age of 18.

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

For families that **keep students home** out of concern or precaution (unexcused), an attendance code (A20C or A21C) exists for schools to use in order to keep track of this issue. This code will continue to be utilized/recognized in the 2023–2024 school year.

Attendance and Grading is assessed regularly at the executive administrative level. The result of which is targeted action/exploration of strategies for improvement across the district, clusters, and schools. Monthly attendance reports are generated and shared with school leaders through school improvement plan reviews.

In recognition of county scholars, the grading policy and regulation have been updated for the 2023–2024 school year. **II** – Grading policy www.aacps.org/gradingpolicy
II-RA – Grading (regulation) www.aacps.org/gradingregulation

Brightspace and Parent Portal

In January 2023, the Office of School and Family Partnerships launched the Family Academy, an extension of the AACPS learning management system, Brightspace. Teachers and students use Brightspace for class activities and instruction. As a complement to this tool, Family Academy is a learning and information tool for families and is designed to strengthen the home-school connection.

There are three initial Family Academy courses available in the course waffle:

- Academics and Programs
- Wellbeing and Growth
- Navigating Resources

www.aacps.org/brightspaceparent

Brightspace will continue to be a resource designed to strengthen the home-school connection. When prudent, AACPS will also continue to explore and implement tools that are intuitive to the needs of students, teachers, and families.

The PowerSchool Parent Portal will also continue to be the primary source for families to access student attendance and assignment/course progress and grading. www.aacps.org/parentportal

www.aacps.org/brightspaceparent

Social-Emotional Learning and Support

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

- **Second Step**—For the 22-23SY AACPS students continued to build skills in growth mindset and goal setting, emotion management, empathy and kindness, and problem-solving. One hundred AACPS elementary and middle schools are actively using Second Step. Additionally, AACPS has offered four modules of Second Step Adult SEL training to all staff, which allows staff to earn credits and stipends for their participation in the course. The modules include building trust, managing stress, equity and belonging and resilience and efficacy. Spanning June 2022-August 2023, 11 sections have been or will be offered to all staff.
- **Student Alliance for the Flourishing** — five high schools and three middle schools have created clubs in partnership with Notre Dame Univ of MD. The primary mission of the clubs is to overcome mental health stigma and build positive mental wellness in schools. Students focus on flourishing in three areas: individually, within their communities, and globally. These clubs will continue into the 2023-24SY.
- **The Navigate 360 Behavioral Threat Assessment** web-based system is in full implementation and is required to be used when students make substantive threats. It includes data gathering, monitoring, and support for both the student making the threats and the intended victim(s). Additional training (in person and self-paced virtual) will be offered this summer to support staff professional development regarding threats, using the Nav 360 system, and supporting students who make threats.
- **Attendance Works** initiative has been implemented in three feeder patterns in AACPS. Attendance Works creates five community of practice trainings and coaching opportunities for schools to examine barriers to attendance in their school communities. In addition, AACPS contracts with Concentric for home visit interventions in one targeted feeder pattern. This initiative will continue through June 2024.
- **Youth Mental Health First Aid** — AACPS continues to implement a district-wide plan to teach caring adults how to help adolescents experiencing mental health or drug challenges or crisis through the Youth Mental Health First Aid Program. From June 2022-July 2023, 12 sessions have been offered to AACPS staff. AACPS also provides trauma training via the ACE Interface Trauma Training program from the Family Tree. June 2022-August 2023, nine sessions were or will be offered to staff.
- **Substance Use Prevention and Intervention Team**—AACPS continues to utilize the SUPI team - a partnership with Thrive Behavioral Health - and focuses on screening, diagnosis, and treatment for students at-risk or those who already have substance use disorders. From July 1, 2022-June 13, 2023, 92 HS and 27 MS students have received support. In addition, SUPI also provides substance use education for staff, parents, and community members through a variety of information sessions, including back to school night presentations, lunch education sessions, etc.
- **Screening Teens for Recovery (STAR) program**—the STAR program is a collaboration between AACPS, AA City Dept. of Health and Thrive Behavioral Health that provides voluntary substance abuse screening and support for adolescents. In 2022-23, AACPS has expanded the STAR program to all Middle Schools; MS students are now eligible for confidential substance use screenings via the health room.
- **Mindfulness 101 and 201** —AACPS teachers have and continue to have the opportunity to learn mindfulness skills which they can incorporate into their teaching through Mindfulness 101 and Mindfulness 201. During 2022-23SY, two Mindfulness 101 sections were offered during the school year, and one section of Mindfulness 201 will be offered during the summer for those teachers who have completed the Mindfulness 101 course.

At the start of the second semester, AACPS announced the #BePresent initiative to enhance relationships with the greater community and help make school operations safer and more efficient. With the help of parents, guardians, community members, business leaders, and school alumni, students can feel more safe and supported, school administrators can have additional sets of eyes and ears in hallways and cafeterias, and community members can strengthen their connection with schools.

Recognizing the role of wellness and social/emotional competence on student success, efforts with Second Step, Student Alliance Flourishing, Navigate 360 for Behavioral Assessments, Attendance Works & Concentric, Youth Mental Health First Aid, Substance Use Prevention and Intervention Teams, STAR, and Mindfulness 101 & 201 will continue throughout the 2023–2024 school year.

The #BePresent program will also grow in the new school year. Those interested in taking part can send an email to bepresent@aacps.org. The email should include the school in which the sender is interested in volunteering as well as available times and pertinent contact information. Members of the team working on the initiative will collect that data and match it to the needs of schools that have been conveyed by principals. Those who will be volunteering at schools will then be given instructions for training and any necessary background checks. Both are cost-free for participants.

Meeting the Needs of Special Populations

Special Education

Efforts continue to ensure that **Recovery and Compensatory Plan** (RCP) eligibility is aligned with MSDE guidance. Data collection and reporting occurs according to established timelines and requirements for both students with IEPs and in ITP.

Special Education staff continue to finalize Recovery and Compensatory Plans. As of December 13, 2022, 98 percent of the plans have been completed. Recovery compensation services for eligible students has initiated based on the completion of the plans.

With RCP completion, recovery compensation services in partnership with families has continued as a means of ensuring free appropriate public education (FAPE).

Federal and State compliance with FAPE will continue to be a driver through an asset-minded frame for students with disabilities whether requiring a 504 Plan or IEP in the 2023–2024 school year.

Students with 504 Plans

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

At this time, non-compliance is less than four percent.

AACPS supported 5,812 students across all levels and schools over the course of the 2022–2023 school year. End-of-year data assessments continued to reflect less than 4 percent non-compliance with annual reviews at 3 percent and re-evaluations at 1 percent.

Federal and State compliance with FAPE will continue to be a driver through an asset-minded frame for students with disabilities whether requiring a 504 Plan or IEP in the 2023–2024 school year.

Career Technology Education

AACPS is actively engaged in expanding access to career and technical education opportunities through CTE offerings as emphasized in the Blueprint for Maryland's Future to support rigorous and meaningful education that readies students for success in college and careers. This is inclusive of Signature programming where students, educators, Anne Arundel Community College, and the local business community wrap around schools through a workforce-relevant theme that excites, engages, and prepares students for gainful employment.

AACPS continues to work to increase the quality of internships and apprenticeships for county high school students.

Summer, Evening, and Twilight

AACPS Evening and Twilight School programs provide responsive educational options for young people in the county. AACPS will continue offer a robust array of courses and pathways in Twilight and Evening High School at tuition cost to support individual acceleration and high school progression leading to successful graduation.

Home/Hospital

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

Unhoused or Displaced Youth

Pupil personnel workers and social workers keep in close contact with families to provide access to materials and equipment, transportation, and student services support through the school year. Attention remains focused on locating and engaging all youth who are displaced or unhoused, especially those marginalized during the pandemic. These practices are perpetual and will continue and adapt to meet the needs of students.

English Learners

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

Language for Social and Instructional Purposes

Language for Language Arts

Language for Science

Language for Mathematics

Language for Social Studies

In addition to supporting English learners, multilingual families are supported by bilingual facilitators and the International Welcome Center. Ongoing workshops engaged families with training on accessing AACPS instructional technology and communication systems, as well as providing information about community resources that support multilingual families, including Internet access. All of the work associated with English Learners and their families will continue into the 2023–2024 school year.

Gifted & Talented Students

Students identified as advanced and/or gifted and talented receive specialized, differentiated instruction. The Advanced Studies and Programs (ASP) team supports teachers to learn more about giftedness so that they are able to recognize students with high potential who may not show their strengths or giftedness on traditional assessments. Through Advanced Learner Programs (ALPs), AACPS creates more opportunities for all students to receive and practice advanced learning strategies in their classrooms, after school, and at home.

AACPS' ALPs for grades 3–5 elementary students, Advanced Middle School English Language Arts, and/or the Differentiated Advanced Learning Initiative (DALI) for middle schoolers will continue to employ materials, resources, and lessons to engage advanced and gifted students. The materials and instruction are designed to support students to think more deeply, synthesize, and create connections within their learning to support their academic growth needs. In compliance with COMAR, advanced curricular materials, resources, and lessons will be available and implemented. Learning expeditions, explorations, virtual and physical field trips, and makerspace ideas, are also designed to support teachers and families to engage gifted students.

Internships

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

AACPS seeks for all high school students to enroll and earn credit for an internship or apprenticeship before graduating. With this goal in mind, AACPS will work to increase internship and apprenticeship opportunities and the number of students who elect to participate in one of these opportunities by at least 7 percent during the 2023–2024 school year.

Athletics

The goal for athletics remains to provide a framework for all sports seasons with guidance from the Maryland Public Secondary Schools Athletic Association (MPSSAA). AACPS continues to focus on sportsmanship and building inclusive team cultures.

AACPS made adjustments to football, basketball, and lacrosse scheduling schemes to accommodate and balance student activities with the newly-implemented healthier school hours. These adjustments included expanding the inclusion of additional nights for double and triple headers that could have been facilitated previously in one night.

NOTE: More events are being held during school hours due to daylight and facility constraints. Maryland Public Secondary Schools Athletic Association (MPSSAA) regulations and expectations are being fully implemented.

Following MPSSAA guidelines, inclusive access to athletics will remain a focus across all seasons in the 2023–2024 school year.

School Meals

Food and Nutritional Services (FNS) continues to serve students healthy school meals, including breakfast and lunch in all schools. Dinner is also provided in schools that have school programming with 50 percent or more free and reduced-price eligibility.

Food & Nutrition Services finished the year strong with meal participation at lunch consistent with pre-pandemic numbers.

Food & Nutrition Service will continue to serve meals all year long, truly cultivating communities of wellness, one child at a time.

- Summer Meals included 50 meal locations inclusive of five mobile routes
- 2023–2024 menus are complete and ready for publication

Technology

During the first semester of SY22–23, increased email access by secondary students was evident in the Brightspace LMS based on the SY21–22 enabling. Additionally, an increase in Brightspace usage as the instructional platform by both teachers and students was realized.

AACPS technology professionals remain dedicated to the administration and maintenance of student and staff devices. Device access and usability, including troubleshooting and/or enhancement provisions, continues to be a routine assessment to ensure instructional engagement, seamless access, and digital connection.

With the close of the school year, all AACPS teachers were offered a permanent laptop. Connectivity remained a focus with wireless upgrades and network rebuilds. The Technology Division further required all Division staff to complete data privacy training in SafeSchools related to the Children’s Internet Protection Act, Children’s Online Privacy and Protection Act, Cybersecurity and the Family Educational Rights Protection Act.

Through reorganization and re-focused resources, the Technology Division will continue its efforts to provide the most efficient services, processes, and tools for optimal organizational effectiveness.

Chromebooks & Connectivity

- AACPS recognizes individual student need may require assistive technology to support access, communication, production, and/or behavior. Assistive technology determination is made through the IEP Teams process.
- Universal technology tools are also integral parts of delivering instruction or production of student work in response to the curriculum through the learning management system, Brightspace. Usage is reinforced in the teaching and learning cycle to maximize skill acquisition/mastery.
- All AACPS educators have either a Chromebook or laptop to support Teaching and Learning, maximizing the technology resource provisions to support dynamic instruction for our students with the 1:1 provision.
- As of January 2022, email accounts for students in grades 6–12 were enabled to receive emails from select external vendors to ensure required system functionality. Student email accounts have been accessible for restricted, internal use since March 2020.
- AACPS continues to foster key partnerships that afford critical access to CIPA-compliant Internet service for families.

Transportation

During the first semester of the 2022–2023 school year, AACPS applied ingenuity to reduce transportation disruptions for students. From reengineering routes between school levels to establishing an alternate vehicle program, AACPS made a significant impact on tackling disrupted service to students. As of January 31, 2023, all AACPS bus routes with assigned stops have assigned drivers.

The AACPS Division of Transportation continued to develop strategic partnerships with existing and new Operational Partners to recover transportation services for students and families throughout the school year. This included implementation of additional contracts with alternative vehicle providers, reengineering routes, and improved utilization of assets. By the end of the school year, most challenges had been addressed with satisfactory resolutions.

For the 2023–2024 school year, Transportation will continue to provide creative, effective services for the safe transit of students. Plans for the new school year include:

- Transition to 39 long-term alternative vehicle contracts
- Initiation of 19-van fleet for non-public and McKinney-Vento students
- Establishment of new JROTC routes
- Implementation of new pre-K program routes
- Installation and pilot testing (Crofton Cluster) of student bus rider tracking via ZPass
- Organizing and strategizing for the transportation impact of Phase 1 redistricting and new school openings in fall 2024

Relationships, Opportunities, Achievement to Belong, Grow, Succeed.

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

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

Throughout the school year, FPCs meet to discuss progress on plans, necessary adjustments, and recommendations for moving forward. FPC Committees meet either monthly or quarterly (depends on scope of work/project management). These committees conduct business in several ways: email, virtual meetings, physical meetings, leadership meetings, and surveys.

Future Planning Committees (FPCs) continue to meet regularly to ensure the tenets of the Reopening remain a focus with strategic action. Importantly, Equity and Instructional Data and Technology now support the work across committees. This includes often aligning with System and community leaders examining and/or planning for the implementation of The Blueprint for Maryland's Future policies.

Validating AACPS' emphasis for a sense of belonging among all school system constituents, FPC members expressed appreciation for the regular communication, platform to be heard, and engagement with those who felt marginalized.

Under the provisions and expectations of The Blueprint for Maryland's Future, AACPS will continue to create a culture of trust by cultivating a collaborative community where divergent voices can find common ground to collaborate in educational actions.



Staying Informed – Communication

Resources at your fingertips

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

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

AACPS actively uses social media to highlight important school district happenings, inform the public, and foster community. In addition to a district-level Facebook, Twitter, and Instagram pages, there is also a district-level Spanish Facebook page (established in August 2023) and school-level Twitter and Instagram pages.

AACPS will employ more concerted efforts for effective, informative, and responsive outreach. Such work will include a survey to determine more inclusive avenues for reaching families who speak other languages beyond English and Spanish.

Valuing transparency, AACPS will continue to update online and print publications while also sharing data and providing regular community notifications throughout the 2023–2024 school year. In fact, the Communications Office is further exploring streamlining information processes at both the school and district levels.

During the 2022–2023 school year, AACPS updated the public on a weekly basis in the following manner:

- **Anne Arundel county Public Schools Superintendent's Entry Plan** at www.aacps.org/entryplan.
From August 26, 2022, to November 18, 2022, Dr. Bedell provided a transparent summary and table of five goals and progress towards the goals as he began his tenure in AACPS.
- **Staffing Vacancies Weekly Update** at www.aacps.org/weeklyupdate
Includes up-to-date information on the status of critical vacancies (classroom teachers, bus drivers, custodians, food and nutrition staff, crossing guards, and athletic trainers) that impact school operations for the school year. The updates are provided every Wednesday and also detail the steps being taken to uphold quality instruction despite the staffing shortages.

On June 6, 2023, Dr. Bedell shared the results of the work from his entry plan, focused on five goals to move AACPS from good to great. The post-entry plan assesses critical input from thousands of students, staff, parents, guardians, community members, and others. This feedback will be used as AACPS' next strategic plan is developed. The post-entry plan can be reviewed at www.aacps.org/postentryplan.

For the 2023–2024 school year, relevant, timely, and honest information will be frequently shared with the public in convenient and meaningful ways.

Quick Links:

(some links will be available upon commencement of the 2023–2024 school year):

Bus schedules: www.aacps.org/buses

Student schedules: www.aacps.org/studentschedules

School hours: www.aacps.org/schoolhours

Meal Benefit Application: www.aacps.org/mealapplication

Post-entry Plan: www.aacps.org/postentryplan

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

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

School Year calendar: www.aacps.org/calendar