

AACPS Strategic Plan Scorecard



1

Achieving Academic Excellence

GOAL A: Increase the percent of students reading on or above grade level by the end of 2nd grade for all student groups as measured by the [DIBELS Diagnostic Assessment](#).

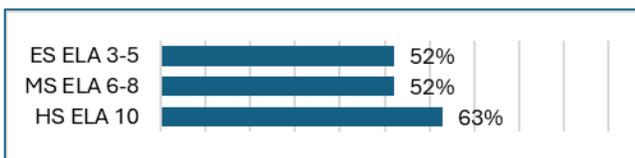


Student Group Analysis	Black/African American	Hispanic	Multi-Racial	White	Special Education	Multilingual Learners	Economically Disadvantaged
	50%	39%	54%	64%	32%	29%	39%

Note: Groups ≥ 5% of the student population are displayed.

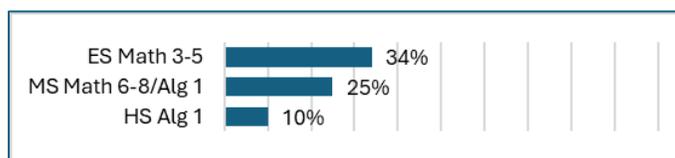
GOAL B: Increase the percent of students meeting or exceeding proficiency on the national/state standards in English Language Arts (ELA), Math, Science, and Social Studies for all student groups as measured by [MCAP State Assessments](#).

23-24 MCAP ELA



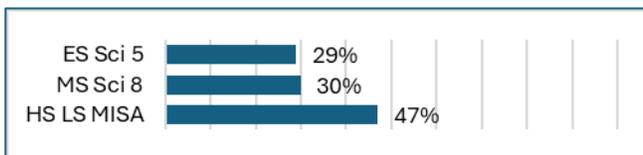
Student Group Analysis	Black/African American	Hispanic	Multi-Racial	White	Special Education	Multilingual Learners	Economically Disadvantaged
ES	38%	35%	57%	65%	16%	17%	31%
MS	39%	35%	57%	65%	12%	6%	29%
HS	50%	45%	72%	77%	23%	10%	45%

23-24 MCAP Math



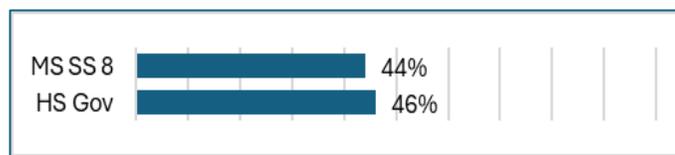
Student Group Analysis	Black/African American	Hispanic	Multi-Racial	White	Special Education	Multilingual Learners	Economically Disadvantaged
ES	19%	19%	36%	47%	10%	9%	15%
MS	12%	11%	26%	37%	<5%	<5%	8%
HS	7%	<5%	12%	15%	<5%	<5%	5%

23-24 MCAP Science



Student Group Analysis	Black/African American	Hispanic	Multi-Racial	White	Special Education	Multilingual Learners	Economically Disadvantaged
ES	16%	14%	32%	41%	9%	<5%	11%
MS	15%	16%	29%	42%	5%	<5%	13%
HS	29%	28%	49%	62%	9%	<5%	26%

23-24 MCAP Social Studies

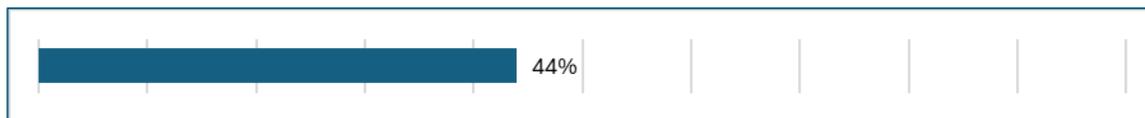


Student Group Analysis	Black/African American	Hispanic	Multi-Racial	White	Special Education	Multilingual Learners	Economically Disadvantaged
MS	28%	26%	44%	58%	10%	5%	22%
HS	36%	31%	49%	61%	16%	6%	32%

Note: Groups ≥ 5% of the student population are displayed. Data is reflective of test takers.

GOAL C: Increase the percent of Multilingual Learners making progress towards attaining English Language Proficiency as measured by the [WIDA Access Assessment](#).

Spring 2023
K-12



Note: Spring 2024 data is anticipated in December 2024.

2 Future Readiness and Transitional Preparedness

GOAL A: Increase the percent of students ready to transition to Kindergarten for all student groups as measured by the MSDE [Kindergarten Readiness Assessment](#).



Student Group Analysis	Black/African American	Hispanic	Multi-Racial	White	Special Education	Multilingual Learners	Economically Disadvantaged
	37%	26%	48%	56%	19%	10%	28%

Note: MSDE did not administer KRA in fall 2024. Groups ≥ 5% of the student population are displayed.

GOAL B: Increase the percent of students who access and demonstrate success in Career and Technical Education (CTE), Cultural Arts, Advanced Placement (AP), International Baccalaureate (IB), or Dual Enrollment programs (as defined by MSDE) for all student groups.

CTE								Dual Enrollment											
29% Accessed a CTE Concentrator				62% Succeeded in a CTE Completer				630 Industry Certifications				26% Accessed at least 1 Dual Enrollment Course				87% Succeeded Earning Dual Enrollment Credit			
Student Group Analysis	Black/African American	Hispanic	Multi-Racial	White	Special Education	Multilingual Learners	Economically Disadvantaged	Student Group Analysis	Black/African American	Hispanic	Multi-Racial	White	Special Education	Multilingual Learners	Economically Disadvantaged				
Access	25%	22%	34%	33%	35%	11%	26%	Access	19%	18%	28%	32%	9%	9%	15%				
Success	65%	69%	61%	60%	88%	71%	67%	Success	84%	82%	88%	88%	79%	72%	81%				
AP & IB								SAT											
59% Accessed at least one AP Course or IB DP Course				32% Succeeded on at least AP or IB Exam				507 Average EBRW Score				477 Average Math Score							
Student Group Analysis	Black/African American	Hispanic	Multi-Racial	White	Special Education	Multilingual Learners	Economically Disadvantaged	Student Group Analysis	Black/African American	Hispanic	Multi-Racial	White	Special Education	Multilingual Learners	Economically Disadvantaged				
Access	48%	48%	62%	67%	13%	23%	45%	EBRW	463	459	516	537	394	377	455				
Success	35%	50%	52%	61%	14%	32%	39%	Math	425	431	482	508	368	366	425				

Note: Above data is based on Spring 2024 graduates only. Groups ≥ 5% of the student population are displayed. Important definitions are in the appendix/definition pages.

PSAT/NMSQT 23-24							
473 Average EBRW Score				452 Average Math Score			
Student Group Analysis	Black/African American	Hispanic	Multi-Racial	White	Special Education	Multilingual Learners	Economically Disadvantaged
EBRW	429	421	482	508	362	321	423
Math	412	413	455	479	362	344	411

Note: Above data is based on 23-24 test takers. Groups ≥ 5% of the student population are displayed. Important definitions are in the appendix/definition pages.

GOAL C: Increase the percent of students who graduate high school in four years for all student groups.



Student Group Analysis	Black/African American	Hispanic	Multi-Racial	White	Special Education	Multilingual Learners	Economically Disadvantaged
	84%	75%	90%	93%	65%	56%	83%

Note: MSDE will publish Class of 2024 data in February 2025. Groups ≥ 5% of the student population are displayed

AACPS Strategic Plan Scorecard



3 Investing in Our Staff

GOAL A: Increase the retention of instructional and non-instructional staff.

From 23-24 to 24-25, AACPS retained...

94.17%

Instructional Employees



93.35%

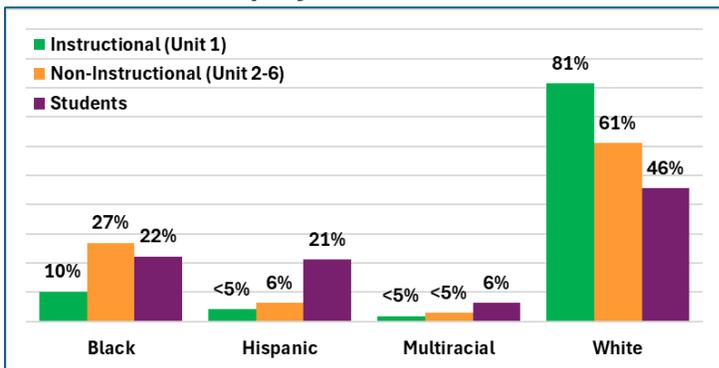
Non-Instructional Employees



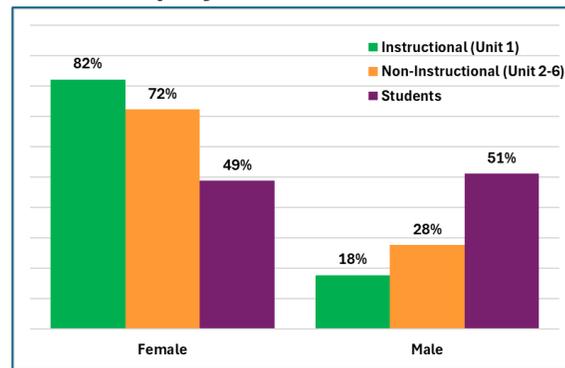
Note: Data is reflective of the percent of staff retained in the 24-25 school year from the 23-24 school year. Instructional employees are Unit 1 positions. Non-Instructional employees are Units 2-6 positions.

GOAL B: Increase the number of diverse employees to reflect the diversity of students in the district.

23-24 Employee and Student Race



23-24 Employee and Student Gender



	Black/ African Am.	Hispanic	Multi- Racial	White
Instructional Staff	10%	<5%	<5%	81%
Newly Hired Instructional Staff	19%	7%	<5%	68%
Non-Instructional Staff	27%	6%	<5%	61%
Newly Hired Non-Instructional Staff	36%	10%	8%	44%
Students	22%	21%	6%	46%

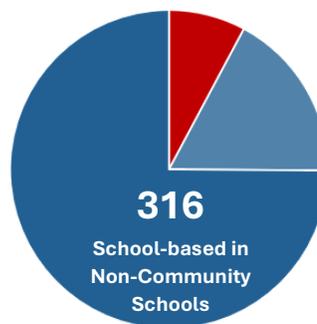
	Male	Female
Instructional Staff	18%	82%
Newly Hired Instructional Staff	20%	79%
Non-Instructional Staff	28%	72%
Newly Hired Non-Instructional Staff	24%	76%
Students	49%	51%

Note: Instructional employees are Unit 1 positions. Non-Instructional Employees are Units 2-6 positions. Staff Data is as of 10.15.23. Student data is as of 9.30.23. Groups ≥ 5% of the student population are displayed. Updated 11.30.24.

GOAL C: Increase the percent of Nationally Board-Certified Teachers and ensure an equitable distribution across all schools.



**422 Total
NBCTs in 23-24**



73
School-based in
Community Schools

316
School-based in
Non-Community
Schools

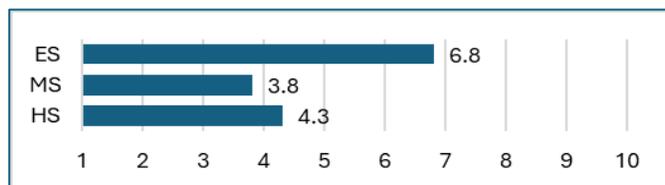
*See appendix for definitions or clarifications of abbreviations.
Updated: 11/30/24*

4

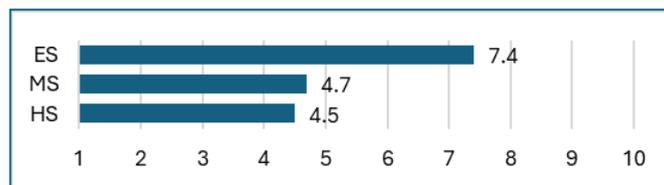
Supporting the Whole Child

GOAL A: Increase student and family awareness of, access to, and use of available social, emotional, behavioral, and mental health supports as measured by the [Maryland School Survey](#).

Emotional Safety Survey 23-24



Behavioral & Academic Supports Survey 23-24



Student Group Analysis	Black/ African American	Hispanic	Multi-Racial	White	Special Education	Multi-lingual Learners	Economically Disadvantaged
ES	6.2	7.1	6.5	6.7	6.9	6.9	6.6
MS	3.5	3.8	3.7	3.7	4.1	4.3	3.7
HS	3.9	4.2	4.1	4.2	4.2	4.3	3.9

Student Group Analysis	Black/ African American	Hispanic	Multi-Racial	White	Special Education	Multi-lingual Learners	Economically Disadvantaged
ES	7.3	7.3	6.8	7.3	7.3	7.6	7.3
MS	4.6	4.7	4.4	4.8	5.4	5.2	4.7
HS	4.7	4.5	4.2	4.2	4.9	5.1	4.4

Note: Groups ≥ 5% of the student population are displayed.

GOAL B: Increase the percent of students not chronically absent for all student groups.

23-24% of Students NOT Chronic



Student Group Analysis	Black/ African American	Hispanic	Multi-Racial	White	Special Education	Multilingual Learners	Economically Disadvantaged
ES	76%	78%	80%	86%	74%	76%	69%
MS	78%	78%	77%	84%	70%	76%	69%
HS	67%	61%	69%	76%	60%	55%	57%

Note: Groups ≥ 5% of the student population are displayed. Updated 12.16.24.

GOAL C: Increase behavioral health supports in schools by reducing the student to student-service-staff ratio.

1
Student Service Employee in 23-24



1 to 315

Students per School Counselor

1 to 879

students per School Psychologist

1 to 1,430

Students Per Social Worker

1 to 2,280

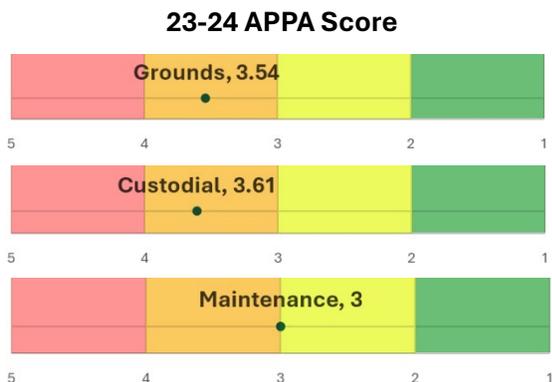
Students Per Pupil Personnel Worker

Note: Staff Data is as of 10.15.23. Student data is as of 9.30.23. Student Services includes AACPS school counselors, school psychologists, social workers, and pupil personnel workers (no outside agencies). Updated 11.30.24.

5

Building and Sustaining Our Future

GOAL A: Ensure that all AACPS facilities are secure and are fully equipped with modern infrastructure and maintenance practices to create a clean, safe environment for students and staff.



Measured by the Association of Educational Facilities Professionals (APPA) Score for indicated Operation/Maintenance Units as displayed on the AACPS Comprehensive Maintenance Plan (CMP).

Note: Ratings are based on a 1-5 scale, with 1 being the best. Target Performance Level is a 2.

GOAL B: Equip all AACPS students with learning spaces that are appropriate to the needs of the students and that have the technology and other resources necessary to support modern learning environments.



63%

K-12 Students Logged into the LMS Monthly 23-24



149,608

Total Student Devices Accessible in 23-24

Note: Considers students who were enrolled as of 09.30.23 and logged in monthly, September through May.

GOAL C: Ensure equitable and transparent funding and resource distribution that meets the needs of each student as measured by the percent funded in each Blueprint category.

	Blueprint Funding Sources								
	Foundation	Comparable Wage Index	Compensatory Education	Multilingual Learners	Special Education	Community Schools	Transitional Supplemental Instruction	CCR	PreK
% Funded 24-25	Coming October 2025								
% of Schools with Satisfactory Expenditures 24-25	Coming October 2025								

Note: Due to the Blueprint law timelines, baseline 24-25 data is not anticipated until October 2025. Funding source(s) anticipated to dissipate are denoted with gray shading. Satisfactory expenditures according to Blueprint law are defined as at least 75% of allotment.

General Abbreviations and Notes

- **ES:** Elementary Schools
- **MS:** Middle Schools
- **HS:** High Schools
- Economically disadvantaged, rather than FARMs, is reported as in ESSA
- Groups $\geq 5\%$ of the student population are displayed
- Data for student groups who represent $<5\%$ of the student population can be found on the [data dashboard](#)

1 Achieving Academic Excellence

GOAL A: Increase the percent of students reading on or above grade level by the end of 2nd grade for all student groups as measured by the [DIBELS Diagnostic Assessment](#).

DIBELS: Dynamic Indicators of Basic Early Literacy Skills is a series of short tests that help teachers and schools assess a student's literacy skills. DIBELS is used to identify students who need extra help, monitor their progress, and guide instruction. DIBELS measures skills like phonemic awareness, alphabetic principle, accuracy, fluency, and comprehension. Teachers use DIBELS to screen for students at risk of reading difficulties, monitor student progress, and guide instruction. DIBELS scores can be used to evaluate individual student development and provide grade-level feedback. DIBELS is given in the fall, winter, and spring.

GOAL B: Increase the percent of students meeting or exceeding proficiency on the national/state standards in English Language Arts (ELA), Math, Science, and Social Studies for all student groups as measured by [MCAP State Assessments](#).

MCAP: Maryland Comprehensive Assessment Program is a series of assessments that evaluate student progress in Maryland's state content standards. The program is designed to help educators, families, and the public understand how well schools are performing and how to improve student achievement. Counties within Maryland administer annual statewide assessments to all students in:

- **English Language Arts/Literacy (ELA/L)** in grades 3-8 and once in high school
- **Mathematics** in grades 3-8 and once in high school
- **MISA** is the Maryland Integrated Science Assessment (MISA), is the science assessment administered once in each grade band (3-5, 6-8 and high school)
- **Social Studies** in grade 8, as well as a high school American Government assessment

GOAL C: Increase the percent of Multilingual Learners making progress towards attaining English Language Proficiency measured by [WIDA Access Assessment](#).

Multilingual Learner: a student who is developing proficiency in multiple languages, including English, and whose home language is not English.

WIDA ACCESS for ELLs

- Is administered to kindergarten through grade 12 students who have been identified as Multilingual Learners.
- Is given annually
- Assesses Listening, Reading, Speaking and Writing

Progress towards English Language Proficiency (ELP) is when a multilingual learner:

- Exits services with a 4.5 composite score
- Meets their individual target set by MSDE
- Makes sufficient growth according to MSDE

2

Future Readiness and Transitional Preparedness

GOAL A: Increase the percent of students ready to transition to Kindergarten for all student groups as measured by the MSDE [Kindergarten Readiness Assessment](#).

KRA: Kindergarten Readiness Assessment is an assessment tool used by the Maryland State Department of Education (MSDE) to measure a child's readiness for kindergarten. The KRA is part of the Ready for Kindergarten (R4K) assessment system, which is designed to help identify the supports children need to succeed in school.

The KRA assesses a child's skills/abilities in four areas:

- Social foundations
- Language and literacy
- Mathematics
- Physical well-being
- motor development

GOAL B: Increase the percent of students who access and demonstrate success in Career and Technical Education (CTE), Cultural Arts, Advanced Placement (AP), International Baccalaureate (IB), or Dual Enrollment programs (as defined by MSDE) for all student groups.

CTE Concentrator: A CTE Concentrator is typically the third course of a CTE completer program. In addition to being enrolled in the concentrator level course, the student must have passed the prior two courses in the aligned program.

CTE Completer: Students who have completed an approved CTE program of study, typically four credits in each CTE program area.

Industry Recognized Certifications are a formal validation of an individual's skills and/or competencies that align with state or regional in-demand occupations and are recognized by industry and employers. An Industry Recognized Certification may be a certification, license, or credential obtained through an assessment process, is portable, and may be stackable. The Industry Recognized Certification leads to documented positive employment outcomes, ensures relevance in the labor market, and supports career advancement and economic development for credential holders. The first four industry certifications for any student are considered and aligned with an MSDE-approved CTE program and achieved CTE concentrator level status or higher.

Dual Enrollment is a program offered by a partnership between at least one institution of higher education and at least one local school system through which a secondary school student who has not graduated from high school with a regular high school diploma can enroll in one or more postsecondary courses and earn postsecondary credit that is transferable to the institutions of higher education in the partnership; and applies toward completion of a degree or recognized educational credential as described in the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.).

Dual Enrollment Credit is earning credit (A, B, C, D, or Satisfactory) in at least 1 dual enrollment course.

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AP: Advanced Placement courses are courses that meet a prescribed syllabus developed by the College Board and prepare students to take an examination in May. Access is taking a course. Success is earning a 3 or higher.

IB DP: International Baccalaureate Diploma Bound courses fall into six subject groups, including studies in language and literature, language acquisition, individuals and societies, sciences, mathematics, and the arts. Most subjects can be taken at either standard level (SL) or higher level (HL), and students must take at least three subjects at HL to earn the diploma. Access is taking a course. Success is earning a 4 or higher.

SAT is a standardized college admissions test widely used. It's designed to assess high school students' readiness for college and provide colleges with a common data point to compare applicants. Most students take the SAT during their junior or senior year of high school. The two section scores for evidence-based reading/writing (EBRW) and math are reported on a scale of 200 to 800. A total score for the SAT is calculated by adding the two section scores, resulting in total scores that range from 400 to 1600.

PSAT/NMSQT is a standardized assessment closely connected to the SAT and cosponsored by the College Board and the National Merit Scholarship Corporation. It's typically given to 11th graders. If a student earns a high score on the PSAT during their junior year, they can qualify to receive a National Merit Scholarship. It tests skills in evidence-based reading/writing (EBRW), and math, ranging from 160-760 for each section. Unlike the SAT, the highest score possible on the PSAT is 1520.

GOAL C: Increase the percent of students who graduate high school in four years for all student groups.

Graduation Rate: The 4-year adjusted cohort graduation rate is the percentage of a school's cohort of first-time 9th grade students who graduate within four years, adjusted for students who transfer in and out of the cohort after 9th grade. MSDE will publish Class of 2024 data in February 2025.

3 Investing in Our Staff

GOAL A: Increase the retention of instructional and non-instructional staff.

Retention is the percent of active employees divided by the number of employees both inactive and active over a period of time. Employees who separated due to death, retirement, various leaves, unsatisfactory performance, and provisional licensure/certification were excluded.

GOAL B: Increase the number of diverse employees to reflect the diversity of students in the district.

Diversity for this measure only considers race and gender.

GOAL C: Increase the percent of **Nationally Board-Certified Teachers** and ensure an equitable distribution across all schools.

NBCT: National Board-Certified Teacher which is a professional certification for educators in the United States. The National Board for Professional Teaching Standards (NBPTS) administers the certification process. The NBCT certification is considered the highest honor in the teaching profession. It's designed to: Recognize accomplished teachers, develop teachers, retain teachers, and improve schools.

Community School: a public school that works with the community to improve academic outcomes, family development, and student engagement. Community schools provide a variety of services and programs, including health care, mentoring, adult education, expanded learning programs, and wraparound services.

4

Supporting the Whole Child

GOAL A: Increase student and family awareness of, access to, and use of available social, emotional, behavioral, and mental health supports.

Survey: The Maryland School Survey is administered annually to 5th through 11th graders. Each domain is scored on a 1-10 scale. A score of 5.5 or higher is favorable. The emotional safety topic describes the degree to which students feel happy, socially accepted, listened to, and a part of their school. The behavioral and academic supports topic describes the degree to which students feel they receive social, emotional, behavioral, and academic supports from adults at the school as well as that behavior is addressed appropriately, and what students are learning is important to them and connected to life outside their classroom.

GOAL B: Increase the percent of students not chronically absent for all student groups.

Chronically Absent is when a student misses 10% or more of the total number of school days in a year, including excused, unexcused, and out-of-school suspensions. For example, if a student is enrolled for 180 days of school and misses 18 or more days, they are considered chronically absent.

GOAL C: Increase behavioral health supports in schools by reducing the student-to-student-service staff ratio.

Student Service Staff are AACPS employees (not contractors) who job titles fall under any of the following umbrella categories: School Counselors, School Psychologist, Social Worker, and Pupil Personnel Worker.

5 Building and Sustaining Our Future

GOAL A: Ensure that all AACPS facilities are secure and are fully equipped with modern infrastructure and maintenance practices to create a clean, safe environment for students and staff.

A **comprehensive maintenance plan (CMP)** is a written strategy for maintaining public school facilities. The plan is developed by a Local Education Agency (LEA) and approved by the local board of education. The CMP must be compatible with the local capital improvement program and the local educational facilities master plan. The CMP includes:

- Templates for existing, renovated, and new school buildings
- Building maintenance plans (BMP) for each school
- Performance metrics and annual budgets
- Staffing and inspection parameters

The CMP aims to:

- Conserve energy
- Maintain buildings to reduce or eliminate safety hazards
- Protect public property
- Provide a maintenance program that is fiscally responsible

The Code of Maryland Regulations (COMAR), Section 23.03.02, requires LEAs to maintain and update a CMP. Each year, the LEA must submit the CMP to the Inter-Agency Committee on School Construction. The committee will provide recommendations and concerns about the plan, and the LEA must address them to the committee's satisfaction.

GOAL B: Equip all AACPS students with learning spaces that are appropriate to the needs of the students and that have the technology and other resources necessary to support modern learning environments.

LMS: Learning Management System is a software application that helps organizations create, manage, and track learning programs.

Device: Chromebook, laptop, or iPad

GOAL C: Ensure equitable and transparent funding and resource distribution that meets the needs of each student. Measured by the percent funded in each Blueprint category.

Blueprint Funding Programs baseline 24-25 data is not anticipated until October 2025. Satisfactory expenditures according to Blueprint are defined as at least 75% of allotment. All education funding programs in Maryland are designed with a per pupil/staff amount and a specified student/staff count, except the Comparable Wage Index and Blueprint Transition Grants. The per pupil amount multiplied by the student count of the applicable program represents the total program amount. The

total program amount is distributed to the LEAs based on their relative local wealth. This wealth-equalization process results in more State funding to less wealthy jurisdictions. In addition to the State funding, local governments are required to provide a local share for all but one of the Blueprint funding programs. The exception is the Concentration of Poverty program. The State provides the full cost of the personnel component and the per pupil component for most LEAs.

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Local Share: County Governments are required to share the cost of education with the State, known as Maintenance of Effort (MOE). The MOE requirement was revised under the Blueprint to include a required local share of the Blueprint programs. As a result, MOE is now calculated as the greater of the required local share or the prior year net local appropriation on a current year per pupil basis. LEAs receiving Education Effort Adjustment grants should adjust the Blueprint program that contributed to the grant. For example, LEAs that receive a Guaranteed Tax Base grant can make the adjustment to the Foundation Program. For LEAs that receive the minimum State guarantees in the Foundation, Compensatory Education, Multilingual Learners, or Special Education programs should adjust those programs.

The **Foundation program** is designed to provide a base amount of funding for all students. The per pupil amount is based on the cost to serve all students, including the cost of running the school system, as identified in §5-201, §5-212, and §5-213 of the Education Article. The base cost includes funds for classroom, school and system staffing, instructional materials, technology, operations and maintenance, and administration. Below is a breakdown of allowable 75% expenses for each Blueprint Program, for school level expenditures:

- Foundation and CWI
- Expenditures outlined in 5-212 and 5-213 of the Education Article of Maryland
- Expenditures in the following State Categories
- Mid-Level Administration (Office of the Principal Only)
- Instructional Salaries
- Instructional Supplies
- Other Instructional Costs
- Special Education (after the Special Education Blueprint Funding Requirement has been met)
- Student Personnel Services
- Student Health Services
- Student Transportation Services (only expenditures in excess of State Transportation Revenue)
- Operation of Plant
- Maintenance of Plant
- Fixed Charges (associated with personnel budgeted in Foundation)

The **Comparable Wage Program** provides certain LEAs with higher costs of living additional funding to account for the higher-than-average costs. These funds must be allocated to schools per Education Article §5-234. LEAs may use these funds for any of the expenditure examples or categories identified under the Foundation Program.

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The **Compensatory Education** program is designed to provide the additional funding needed so students at risk of academic failure can be successful. The weight for this program is derived from the additional costs for before and after school programs, summer school, additional transportation, academic interventions, social workers, positive behavior programming, smaller class sizes, and enrichment activities and materials. Expenditures in the following State Categories may be used to provide services that meet the needs of students who qualify for Free and Reduced Price Meals in schools only after the Foundation amount has been met:

- Mid-level Administration (Charter Schools that are employing an academic dean)
- Instructional Salaries
- Instructional Supplies
- Other Instructional Costs
- Special Education (After the Special Education Blueprint Funding Requirement has been met)
- Student Personnel Services
- Student Health Services
- Student Transportation Services (i.e., summer school)
- Operation of Plant
- Fixed Charges (associated with personnel budgeted in Comp Ed.)

The **Multilingual Learners program** is designed to provide the additional funding needed so students whose home language is other than English can be successful. In addition to the costs for staffing, differentiated instruction, specialized before and after school and summer programming, and instructional materials, this program includes the cost of family support liaisons that assist families in supporting their child's education. Expenditures in the following State Categories may be used to meet the needs of students who qualify for English Language services only after the Foundation amount has been met:

- Mid-level Administration (For LEAs that administer ML programs centrally)
- Instructional Salaries
- Instructional Supplies
- Other Instructional Costs
- Special Education (After the Special Education Blueprint Funding Requirement has been met)
- Student Personnel Services
- Student Health Services
- Student Transportation Services (i.e. Summer School)
- Fixed Charges (Associated with personnel budgeted in English Learner)

AACPS Strategic Plan Scorecard



The **Students with Disabilities** program is designed to provide the additional funding needed so students receiving special education services can be successful. The weight for this program is designed to support the costs of public day school students' Individualized Education Plans. This includes therapeutic services, additional medical support, differentiated instruction, specialized summer programming, behavioral health support, and specialized transportation. Expenditures in the following State Categories may be used to meet the needs of students who qualify for IEP services only after the Foundation amount has been met:

- Special Education
- Student Personnel Services
- Student Health Services
- Transportation (only expenditures in excess of State Special Education Transportation revenue)
- Operation of Plant
- Fixed Charges (associated with personnel budgeted in Special Education)

The **Concentration of Poverty** program provides additional resources to transform schools with higher concentrations of poverty into Community Schools. When fully phased-in, schools with 55% of students identified as economically disadvantaged are eligible for the Concentration of Poverty program. In the first year of eligibility, schools receive a personnel grant which must be used to hire a Community School Coordinator and to ensure that the school has coverage by a licensed health care practitioner when students are in school. Schools must complete a needs assessment and an implementation plan as part of the transition to a community school. In the second year of the program, schools who meet the eligibility threshold receive a per pupil grant that is used to provide the wrap-around services identified in the school's needs assessment. The wrap around services for Community Schools are identified in the §9.9-101 of the Education Article and further defined in the Concentration of Poverty program guide.

The **Transitional Supplemental Instruction program** is designed to provide additional support to students in kindergarten through third grade with a primary focus on reading and literacy. The per pupil amount for this program is designed to provide additional tutoring, supplemental instruction, and interventions to support struggling readers and struggling learners. Expenditures in the following State categories may be used to meet the needs early struggling learners:

- Instructional Salaries
- Instructional Supplies
- Other Instructional Costs
- Special Education (after the Special Education Blueprint funding requirement has been met)
- Fixed Charges (associated with Personnel budgeted in TSI)

The **College and Career Ready program** provides a set amount per student to support students who are identified as college and career ready by the end of 10th grade. Students who meet the CCR standard are eligible for dual enrollment programs, college preparatory programs, and career and technical program pathways as identified in §7-205.1 of the Education Article. Expenditure examples include:

- Dual Enrollment
- AP
- IB
- CTE
- AICE (Advanced International Certificate of Education - Cambridge Diploma Program)
- Personnel and other related costs including fees associated with operating these programs.
- Non-CCR activities only after exhausting all opportunities for CCR-identified students.

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The **Prekindergarten program** as designed, is an expansion of high-quality prekindergarten programs for all children, with an immediate focus on children from families with annual incomes at or below 300% of the federal poverty level. The mixed-delivery model includes public and private providers. Expenditures in the following State categories may be used to meet the needs public and private prekindergarten students:

- Mid-level Administration
- Instructional Salaries
- Instructional Supplies
- Other Instructional Costs
- Special Education (after the Special Education Blueprint funding requirement has been met)
- Student Personnel Services
- Student Transportation Services
- Fixed Charges (associated with personnel budgeted in PreK)