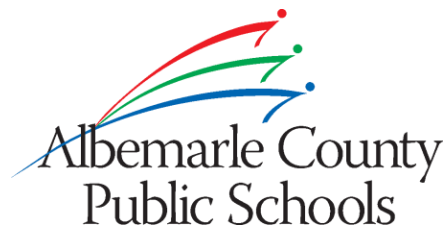




State of the Division 2019

A Work in Progress





State of the Division 2019

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Introduction

The annual State of the Division report for Albemarle County Public Schools (ACPS) serves to provide information to the School Board and school community about the school division's successes and challenges from the previous school year. The purpose of transparently sharing this information is threefold. First, the school division uses the State of the Division report as an accountability mechanism. We seek to identify our weaknesses, address root causes, and track future progress in meeting targets. Second, the content of the State of the Division report becomes the rationale for the decisions we make, whether we are evaluating an instructional method, shaping a systemic practice, or considering budget priorities. Third, the division shares the State of the Division report with our stakeholders, including our students and their families, our employees, and our community members, as another opportunity for engagement. The division recognizes stakeholder feedback as an essential component of the continuous improvement process. We encourage community members to contribute to our ongoing efforts to learn, adapt and grow through participation in school board meetings, community meetings, and online surveys.

We've titled the State of the Division 2019 report, "A Work in Progress." The phrase holds dual meaning, in that the core of our work as a public school system is about generating progress, and as a community of learners, we regard ourselves and our school division as unfinished works in progress. We fuel this perspective with a determined belief that improvement is always possible. This year's report highlights growth worth celebrating, but it also reveals deficiencies. We embrace both. With every failure comes a focused effort on discovery and improvement, while each achievement inspires a more ambitious target.

We present the State of the Division 2019 report in alignment with our Horizons 2020 Strategic Plan, including the mission, vision, core values, student-centered goal, objectives, and strategic priorities of Albemarle County Public Schools, and in accordance with School Board Policy AF, *Commitment to Accomplishment*. In concept, the State of the Division 2019 report serves as the basis for the initial 2020-21 funding request, as the improvements and challenges of the division should advance the School Board's portfolio of investments for the coming fiscal year. The report itself is a work in progress that the division plans to review and update at least semi-annually in response to feedback and questions we receive from members of the School Board and the school community at large.

Horizon 2020 Strategic Plan

Unleashing Each Student's Potential



Mission

The core purpose of Albemarle County Public Schools is to establish a community of learners and learning, through relationships, relevance and rigor, one student at a time.

Vision

All learners believe in their power to embrace learning, to excel, and to own their future.

Core Values

Excellence • Young People • Community • Respect

Student-Centered Goal

All Albemarle County Public Schools students will graduate having actively mastered the lifelong-learning skills they need to succeed as 21st century learners, workers and citizens.

Objectives

1. We will engage every student.
2. We will implement balanced assessments.
3. We will improve opportunity and achievement.
4. We will create and expand partnerships.
5. We will optimize resources.

Strategic Priorities

1. Create a culture of high expectations for all.
2. Identify and remove practices that perpetuate the achievement gap.
3. Ensure that students identify and develop personal interests.

For more information about the school division's strategic plan, please visit www.k12albemarle.org/strategicplanning.

Division-Wide Student Results

Equity

Defining Equity

The shared mission of our schools is to end the predictive value of race, class, gender, and special capacities on student success by working together with families and communities to ensure each individual student's success.

Equity Tables

Demographic disparities exist in Albemarle County Public Schools, and these disparities have academic consequences. We have student membership groups, Economically Disadvantaged (Econ Disadv) students for example, who are overrepresented in our chronically absent and suspension data and underrepresented in our academic success data, such as students earning an Advanced Studies Diploma.

In the 2016-17 school year, we published our first division-level Equity Table with the intention of documenting and monitoring certain indicators that present inequities across student membership groups. Our intention was to monitor shifts in our data in response to instructional and staffing approaches and make course corrections as needed as we hone best practices. We continue to track our progress in many of the same indicators, though over time, we have shifted a few of the data points we are monitoring.

2016-17 Equity Table

| Demographic Group | Student Count (PK-12) | | Students Identified Gifted | | Students with Disabilities (IDEA) | | Students Chronically Absent | | Students Suspended (Out of School) | | Students Passing 3rd Grade Reading SOL | | Students Passing 3rd Grade Math SOL | | Graduates Earning 5 or More Math Credits | | Students Earning an Advanced Studies Diploma | |
|---------------------|-----------------------|-----|----------------------------|-----|-----------------------------------|-----|-----------------------------|-----|------------------------------------|-----|--|-----|-------------------------------------|------|--|-----|--|-----|
| All Students | 13,832 | | 1,351 | | 1,735 | | 1,399 | | 531 | | 742 | | 737 | | 512 | | 659 | |
| Asian | 672 | 5% | 99 | 7% | 50 | 3% | 44 | 3% | 5 | 1% | 43 | 6% | 39 | 5.3% | 32 | 6% | 34 | 5% |
| Black | 1,532 | 11% | 31 | 2% | 350 | 20% | 144 | 10% | 140 | 26% | 51 | 7% | 47 | 6% | 29 | 6% | 45 | 7% |
| Hispanic | 1,783 | 13% | 39 | 3% | 247 | 14% | 246 | 18% | 67 | 13% | 70 | 9% | 69 | 9% | 22 | 4% | 38 | 6% |
| White | 9,006 | 65% | 1,103 | 82% | 989 | 57% | 857 | 61% | 280 | 53% | 530 | 71% | 531 | 72% | 407 | 79% | 507 | 77% |
| Two or more races | 800 | 6% | 79 | 6% | 91 | 5% | 98 | 7% | 37 | 7% | 45 | 6% | 49 | 7% | 21 | 4% | 32 | 5% |
| Econ Disadv | 4,357 | 31% | 77 | 6% | 912 | 53% | 733 | 52% | 314 | 59% | 140 | 19% | 141 | 19% | 45 | 9% | 70 | 11% |
| ELs | 1,433 | 10% | 16 | 1% | 168 | 10% | 149 | 11% | 48 | 9% | 10 | 1% | 8 | 1% | 9 | 2% | 8 | 1% |
| SWD | 1,735 | 13% | 15 | 1% | | | 291 | 21% | 172 | 32% | 40 | 5% | 40 | 5% | 13 | 3% | 25 | 4% |

2017-18 Equity Table

| Demographic Group | Student Count (PK-12) | | Students Identified Gifted | | Students with Disabilities (IDEA) | | Students Chronically Absent | | Students Suspended (Out of School) | | Students Passing 3rd Grade Reading SOL | | Students Passing 3rd Grade Math SOL | | Graduates Earning 5 or More Math Credits | | Students Earning an Advanced Studies Diploma | |
|---------------------|-----------------------|-----|----------------------------|-----|-----------------------------------|-----|-----------------------------|-----|------------------------------------|-----|--|-----|-------------------------------------|-----|--|-----|--|-----|
| | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| All Students | 13,946 | | 1,305 | | 1,812 | | 1,530 | | 453 | | 788 | | 801 | | 572 | | 719 | |
| Asian | 725 | 5% | 94 | 7% | 55 | 3% | 59 | 4% | 2 | 0% | 48 | 6% | 41 | 5% | 39 | 7% | 44 | 6% |
| Black | 1,482 | 11% | 27 | 2% | 357 | 20% | 159 | 10% | 110 | 24% | 48 | 6% | 58 | 7% | 16 | 3% | 35 | 5% |
| Hispanic | 1,801 | 13% | 41 | 3% | 277 | 15% | 278 | 18% | 52 | 11% | 63 | 8% | 70 | 9% | 20 | 3% | 46 | 6% |
| White | 9,071 | 65% | 1,070 | 82% | 1,020 | 56% | 912 | 60% | 255 | 56% | 583 | 74% | 581 | 73% | 468 | 82% | 559 | 78% |
| Two or more races | 836 | 6% | 73 | 6% | 99 | 5% | 117 | 8% | 33 | 7% | 45 | 6% | 47 | 6% | 27 | 5% | 32 | 4% |
| Econ Disadv | 4,419 | 32% | 94 | 7% | 922 | 51% | 813 | 53% | 245 | 54% | 167 | 21% | 167 | 21% | 54 | 9% | 95 | 13% |
| ELs | 1,419 | 10% | 22 | 2% | 193 | 11% | 182 | 12% | 24 | 5% | 49 | 6% | 48 | 6% | 17 | 3% | 27 | 4% |
| SWD | 1,812 | 13% | 20 | 2% | | | 333 | 22% | 152 | 34% | 47 | 6% | 42 | 5% | 7 | 1% | 16 | 2% |

2018-19 Equity Table

| Demographic Group | Student Count (PK-12) | | Students Identified Gifted | | Students with Disabilities (IDEA) | | Elementary/Middle School Students Chronically Absent | | High School Students Chronically Absent by Period | | Students Suspended (Out of School) | | Suspension Incidents (Out of School) | | Students Passing 3rd Grade Reading SOL | | Students Passing 3rd Grade Math SOL | | Middle School Students Enrolled in High School Math | | Students Earning an Advanced Studies Diploma | |
|---------------------|-----------------------|-----|----------------------------|-----|-----------------------------------|-----|--|-----|---|-----|------------------------------------|-----|--------------------------------------|-----|--|-----|-------------------------------------|-----|---|-----|--|-----|
| | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % | Count | % |
| All Students | 14,063 | | 1,296 | | 1,893 | | 1,264 | | 1,284 | | 455 | | 690 | | 708 | | 802 | | 983 | | 691 | |
| Asian | 728 | 5% | 95 | 7% | 60 | 3% | 58 | 5% | 30 | 2% | 5 | 1% | 5 | 1% | 38 | 5% | 40 | 5% | 75 | 8% | 44 | 6% |
| Black | 1,527 | 11% | 42 | 3% | 386 | 20% | 172 | 14% | 166 | 13% | 122 | 27% | 169 | 24% | 32 | 5% | 44 | 5% | 45 | 5% | 38 | 5% |
| Hispanic | 1,876 | 13% | 48 | 4% | 271 | 14% | 223 | 18% | 194 | 15% | 43 | 9% | 63 | 9% | 55 | 8% | 77 | 10% | 49 | 5% | 48 | 7% |
| White | 9,041 | 64% | 1,033 | 80% | 1,062 | 56% | 718 | 57% | 825 | 64% | 259 | 57% | 417 | 60% | 539 | 76% | 591 | 74% | 766 | 78% | 527 | 76% |
| Two or more races | 859 | 6% | 78 | 6% | 109 | 6% | 90 | 7% | 68 | 5% | 26 | 6% | 36 | 5% | 41 | 6% | 47 | 6% | 48 | 5% | 33 | 5% |
| Econ Disadv | 4,419 | 31% | 107 | 8% | 941 | 50% | 711 | 56% | 485 | 38% | 254 | 56% | 391 | 57% | 141 | 20% | 187 | 23% | 121 | 12% | 87 | 13% |
| ELs | 1,419 | 10% | 18 | 1% | 187 | 10% | 156 | 12% | 131 | 10% | 21 | 5% | 23 | 3% | 32 | 5% | 53 | 7% | 28 | 3% | 21 | 3% |
| SWD | 1,893 | 13% | 22 | 2% | | | 270 | 21% | 220 | 17% | 178 | 39% | 321 | 47% | 50 | 7% | 63 | 8% | 20 | 2% | 20 | 3% |

Equity Table Definitions, 2018-19

Student Count (PK-12): Percentage of students, grades PK-12, in each demographic group based on Albemarle County Public Schools' End-of-Year Student Record Collection for the specified school year

Students Identified Gifted: Percentage of students identified as academically gifted in the specified school year

Students with Disabilities (IDEA): Percentage of students served with an individualized education plan (IEP) under the auspices of the Individuals with Disabilities Education Act (IDEA) during the specified school year

Elementary/Middle School Students Chronically Absent: Percentage of elementary/middle school students who were absent from school 15 or more times during the specified school year

High School Students Chronically Absent by Period: Percentage of high school students who were absent from an individual class 15 or more times during the specified school year

Students Suspended (Out of School): Percentage of students who received at least one out-of-school suspension during the specified school year

Suspension Incidents (Out of School): Total number of out-of-school suspensions assigned during the specified school year

Students Passing 3rd Grade Reading/Math SOL: Percentage of third-grade students who achieved a passing score of 400 or more on the Standards of Learning (SOL) test administered in the spring of the specified school year

Middle School Students Enrolled in High School Math: Percentage of middle school students enrolled in a high school math class during the specified school year

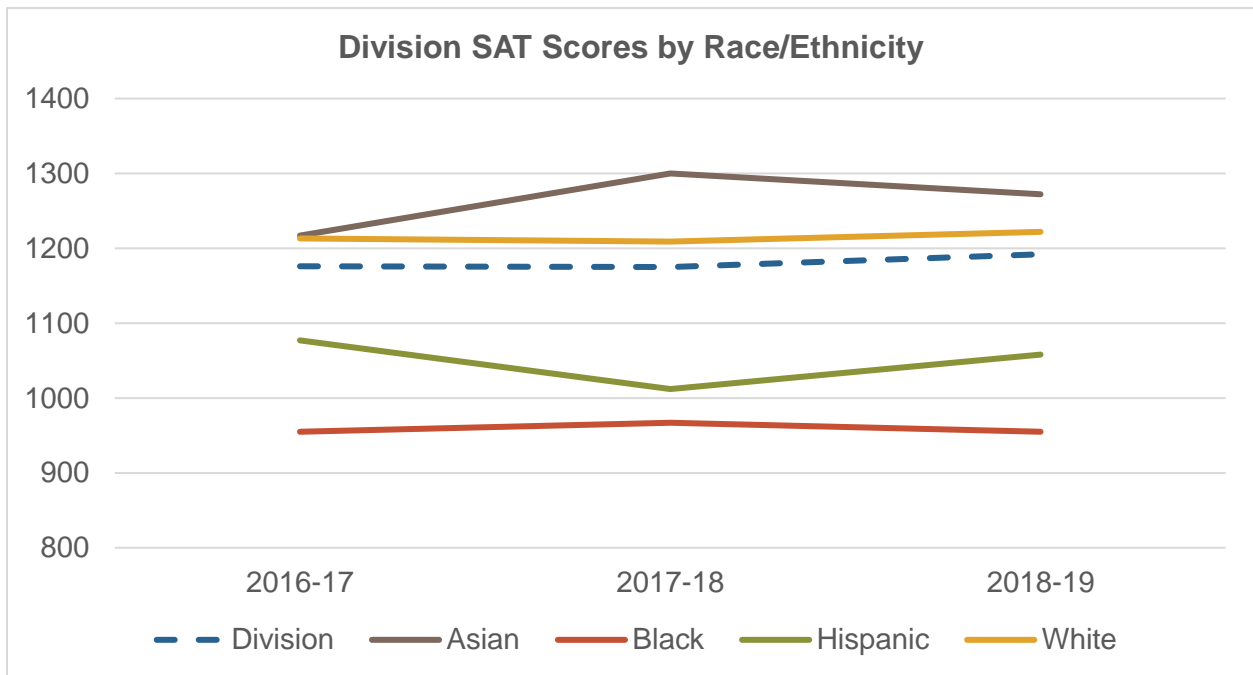
Students Earning an Advanced Studies Diploma: Percentage of graduating seniors in the specified school year who earned an Advanced Studies Diploma after four years in high school

Assessment Data

SAT Scores

The SAT is a commonly used assessment designed to evaluate the college readiness of high school students. Administered by the College Board, the exam measures skills in reading, writing and math. SAT scores are required for college entrance by many institutions of higher education.

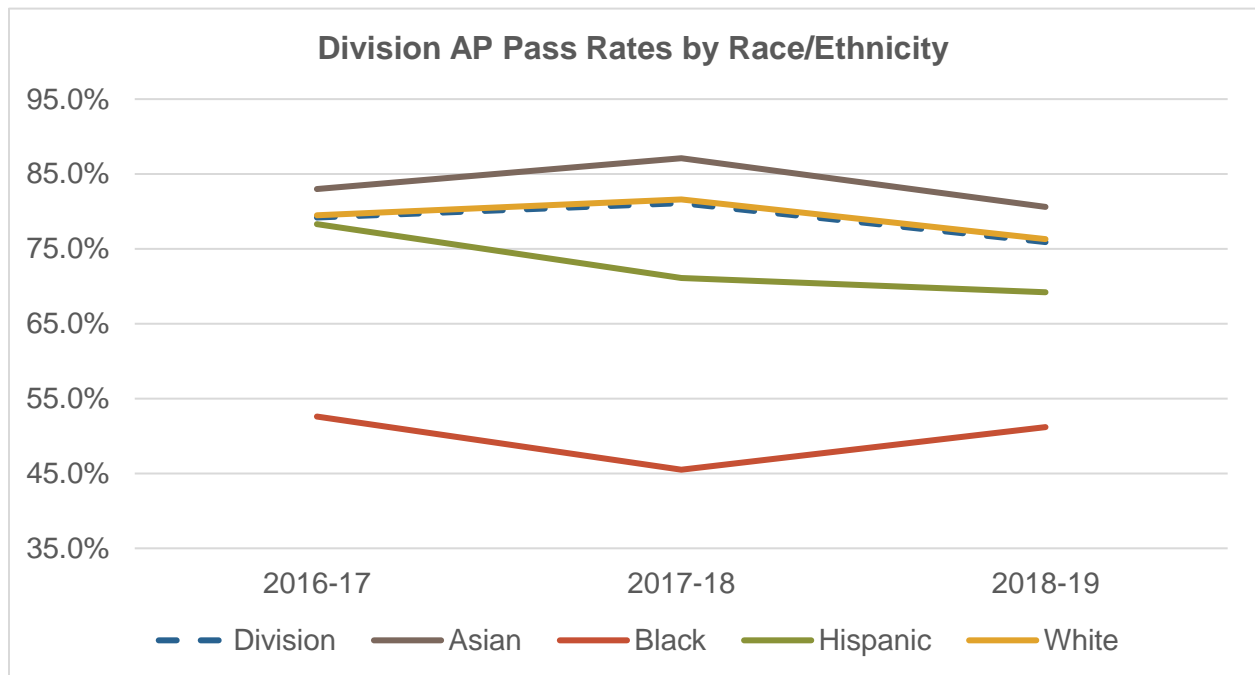
SAT results indicate that our Black and Hispanic students generally score lower on the SAT than their Asian and White peers. Over a three-year period, our Black students scored an average of 256 points lower on the SAT than their White peers, while our Hispanic students scored an average of 166 points lower than their White counterparts.



AP Pass Rates

Advanced Placement (AP) examinations represent the culmination of college-level work in a given discipline in a secondary school setting. Administered by the College Board, AP exams test students' ability to perform at the college level. Students who perform well can receive course credit and/or advanced standing at thousands of universities worldwide.

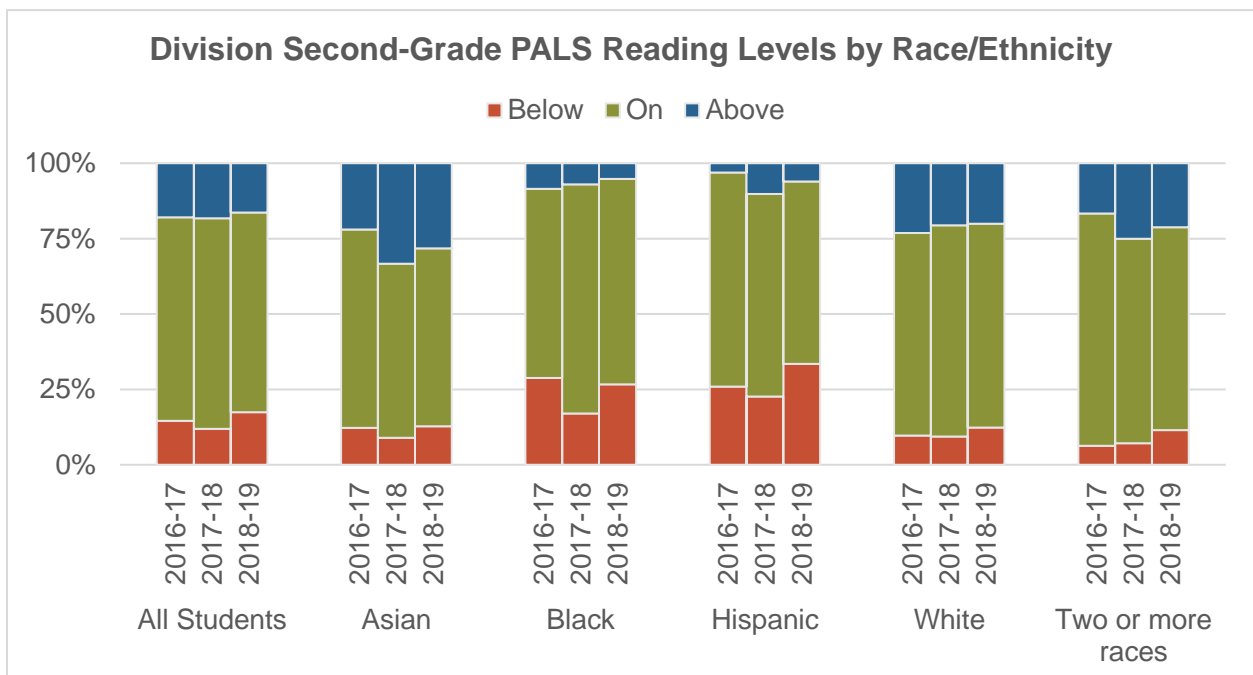
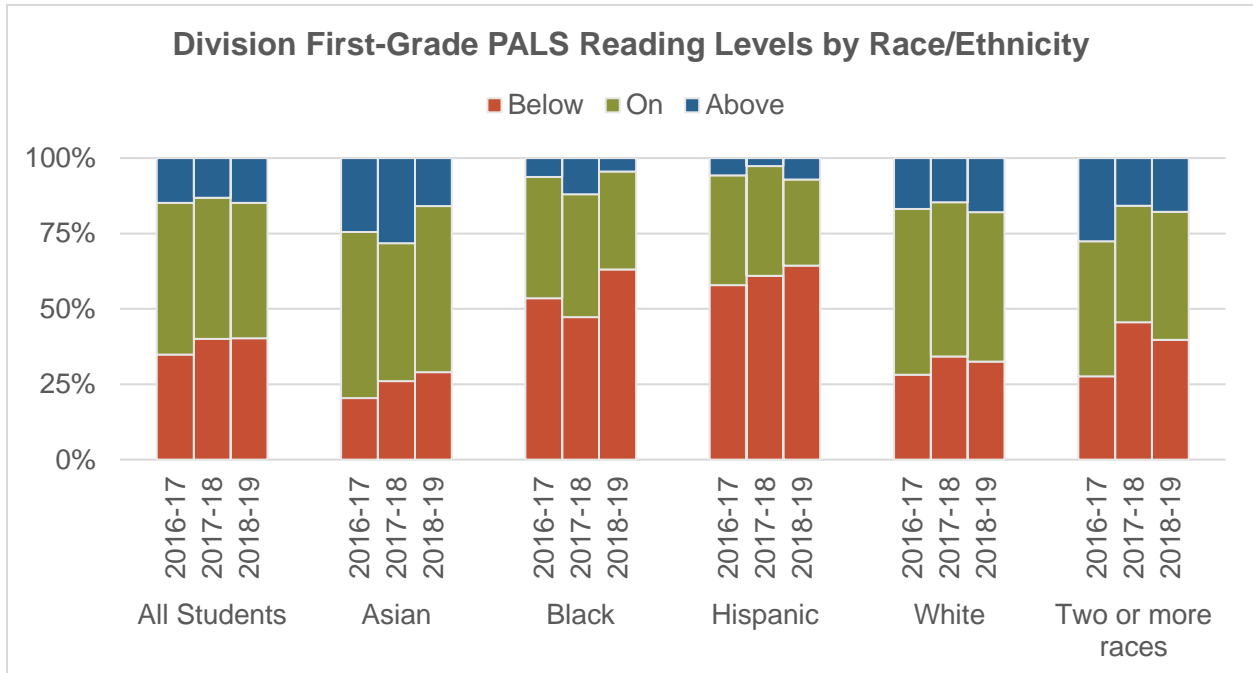
Three-year trend data show that our Black students pass their AP examinations at a far lower rate than their White classmates. While nearly 80% of our White AP students pass their AP examinations, we can say the same of only half of our Black AP students.



PALS Reading Levels

The Phonological Awareness Literacy Screening (PALS) is a screening, diagnostic and monitoring tool for Virginia’s Early Intervention Reading Initiative. By screening students in kindergarten through third grade, school divisions can identify struggling readers and provide intervention services.

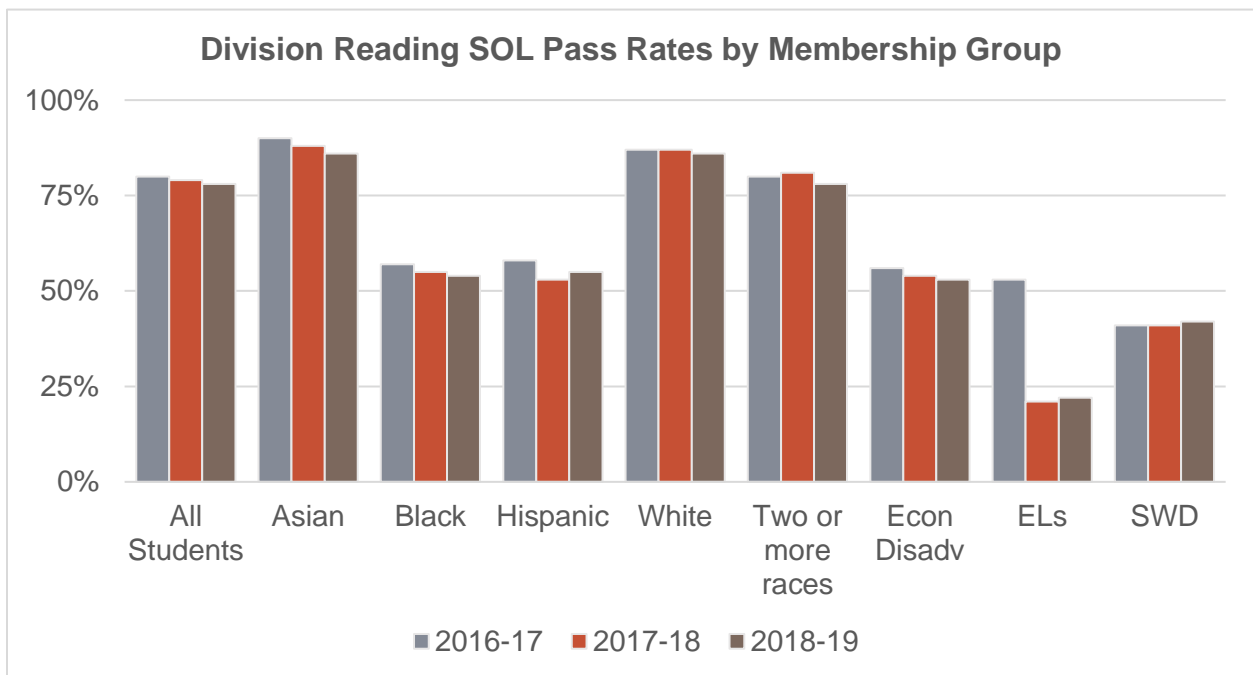
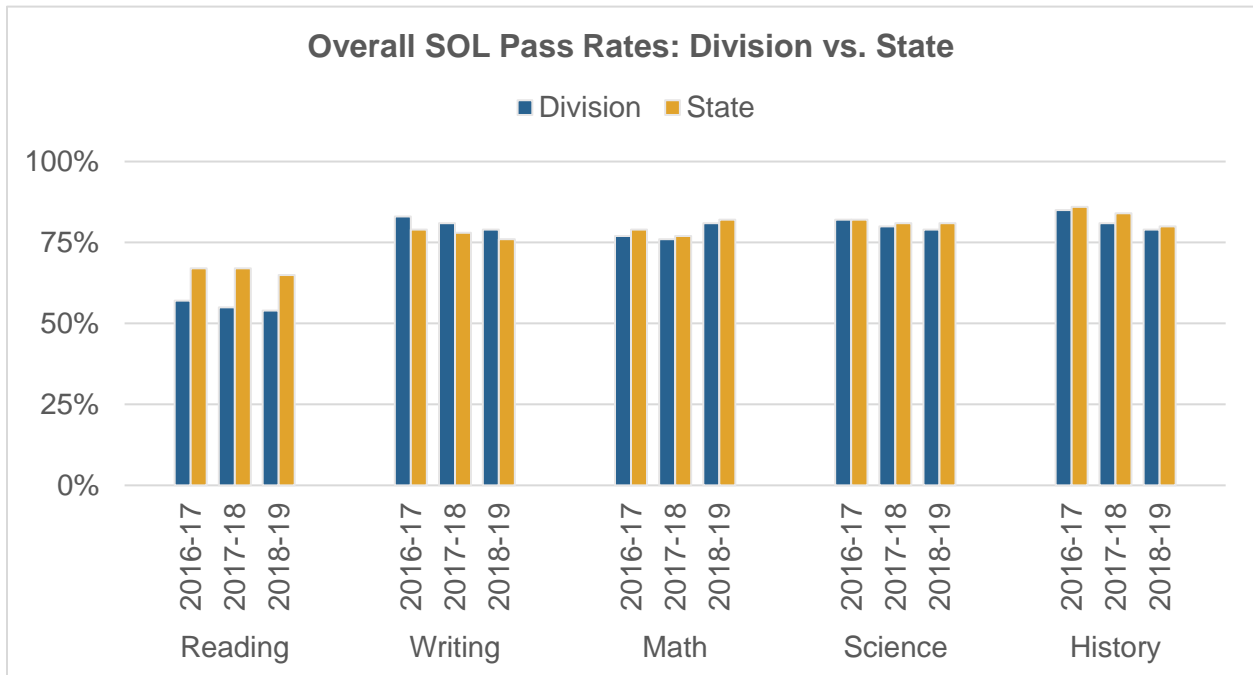
One conclusion that we can draw from the last three years of our PALS data is that our students, across every demographic group, make significant gains in reading aptitude from first grade to second grade.

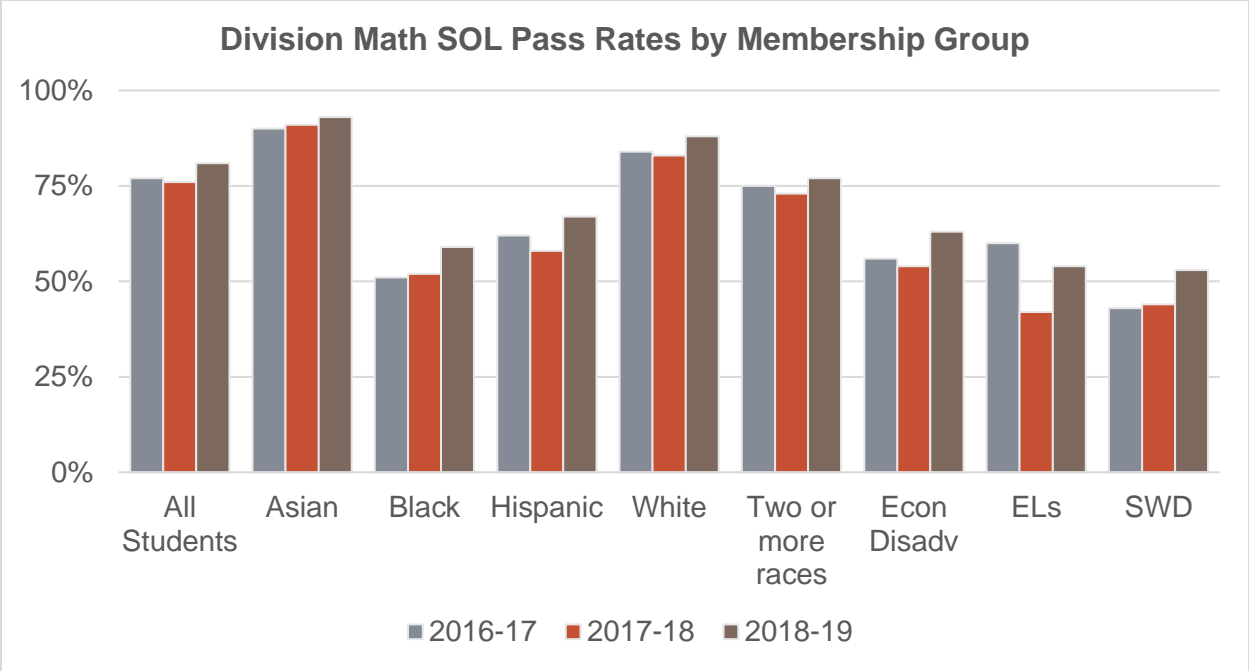
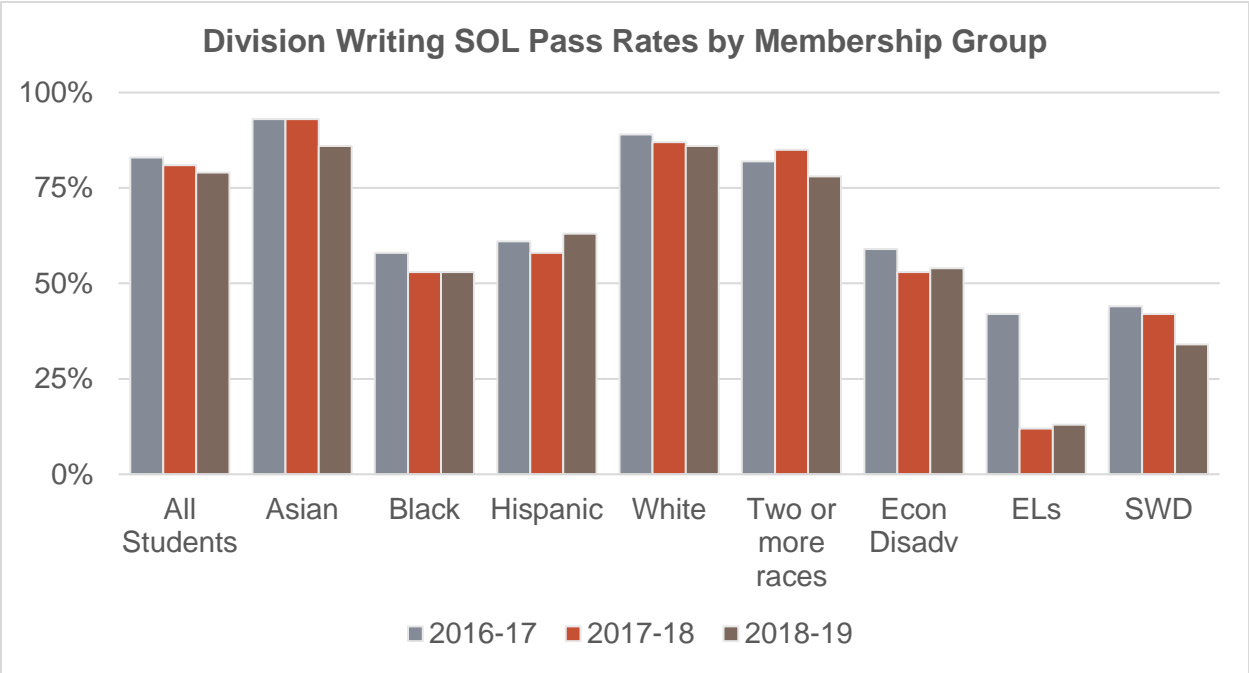


SOL Pass Rates

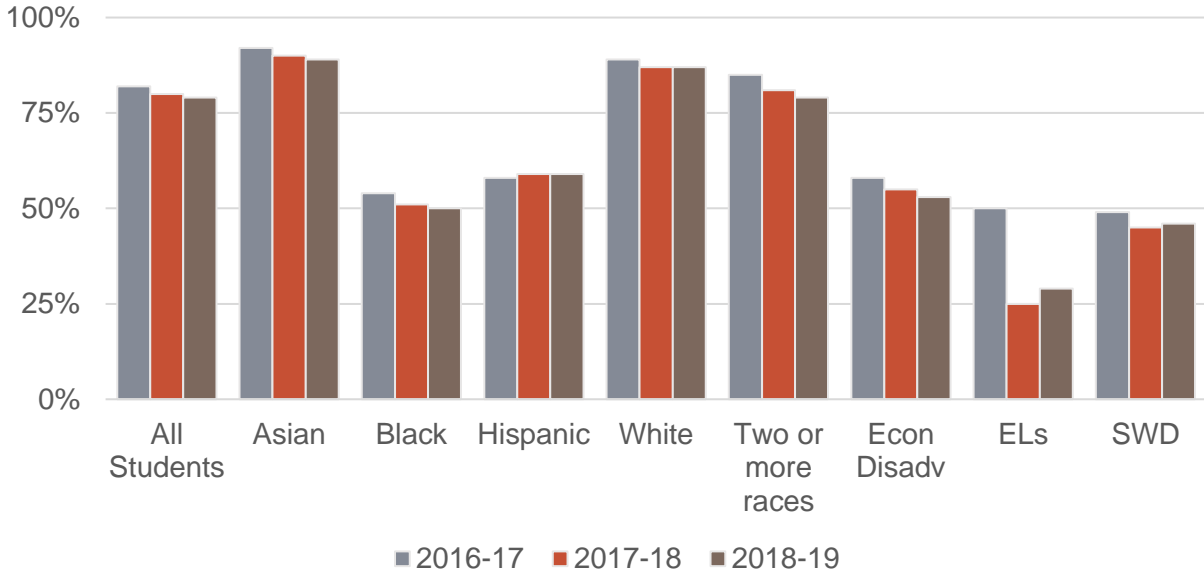
The Standards of Learning (SOL) for Virginia public schools establish minimum expectations for student learning and achievement in reading, writing, mathematics, science, and history/social science.

ACPS students have outperformed their peers across the state on the writing SOL for the last three years, but as a whole, we struggle to compete well in all other SOL subjects. When we zoom in on our division-wide results, it becomes apparent that achievement gaps exist for our Black and Hispanic students, as well as our Economically Disadvantaged (Econ Disadv) students, our English Learners (ELs), and our Students with Disabilities (SWD).

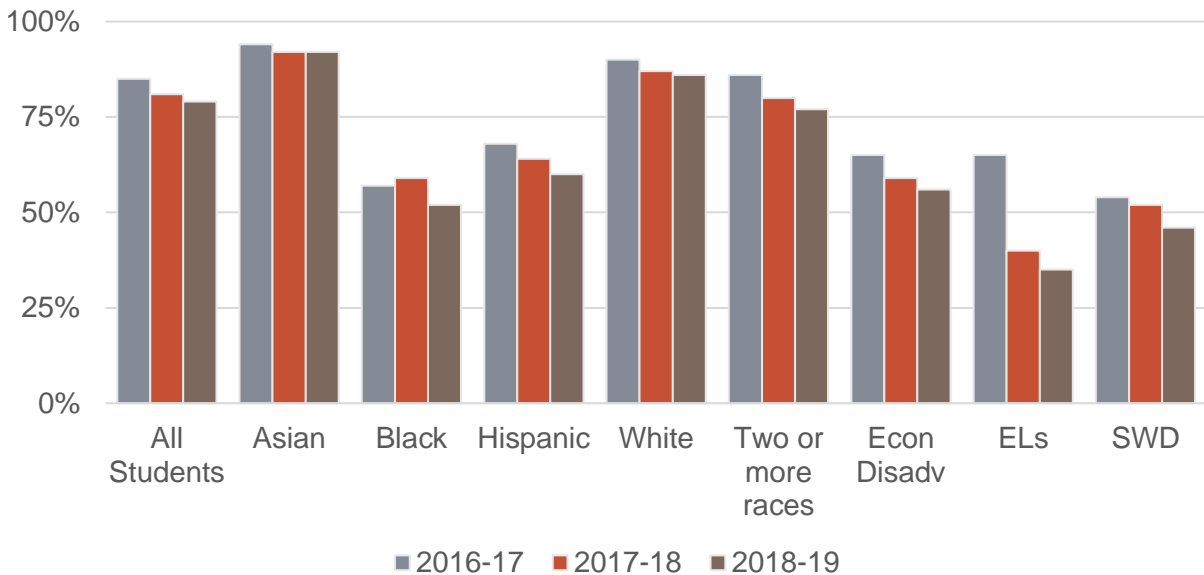




Division Science SOL Pass Rates by Membership Group



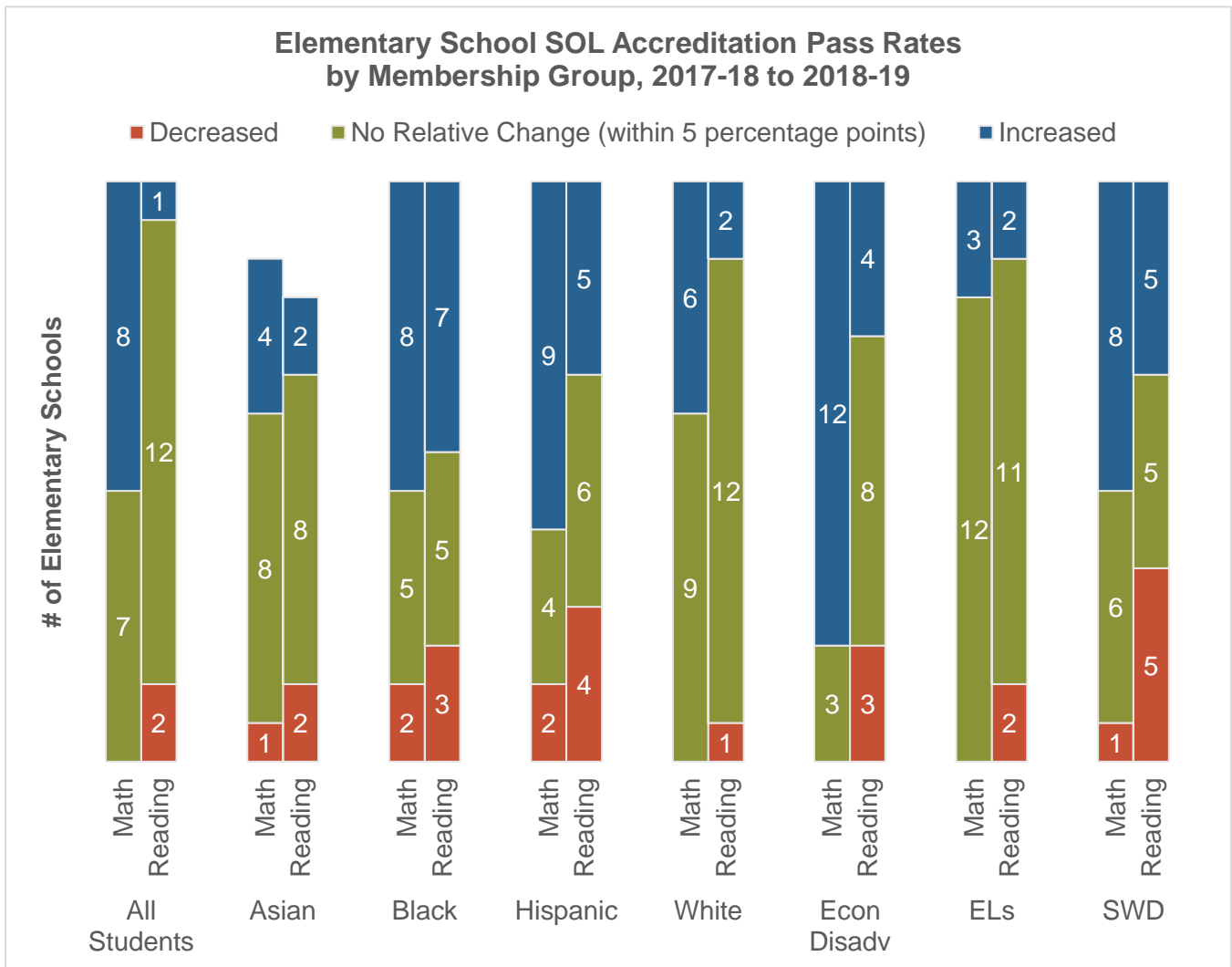
Division History SOL Pass Rates by Membership Group



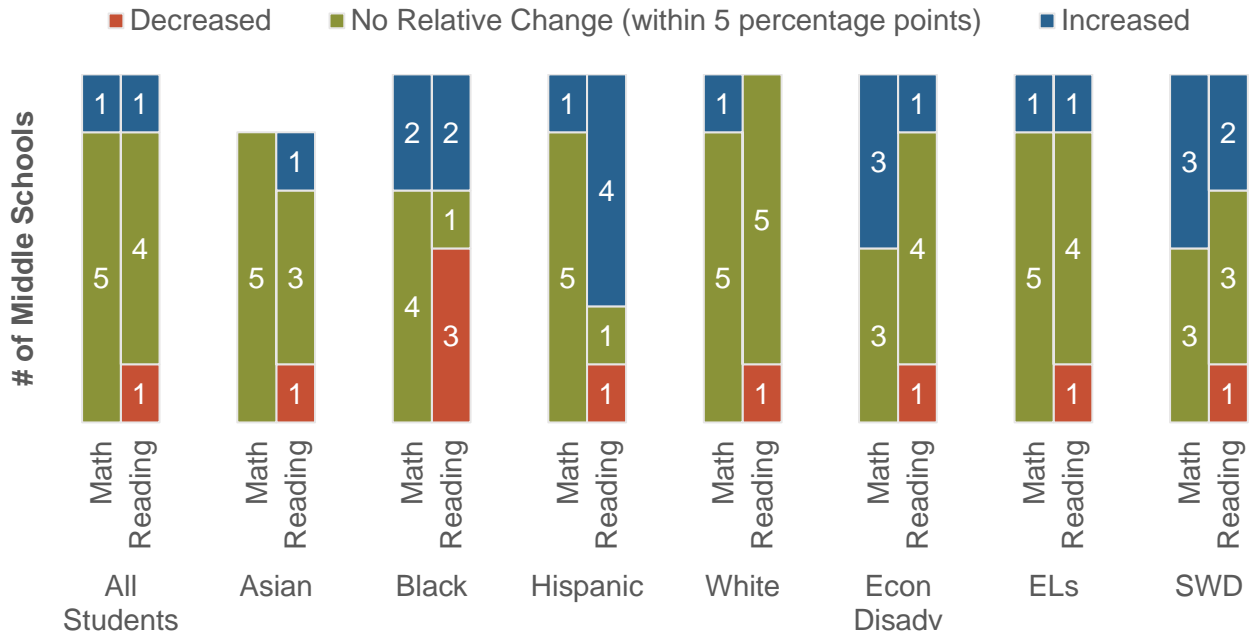
SOL Accreditation Pass Rates: A Comparison, 2017-18 to 2018-19

When reviewing school pass rates from one year to the next, we pay special attention to shifts in performance. The following three charts show the number of schools that experienced decreased pass rates, no relative change (within 5 percentage points), and increased pass rates on Standards of Learning (SOL) tests in math and reading from the 2017-18 school year to the 2018-19 school year. We have presented the data by school level (elementary, middle, high) and student membership group.

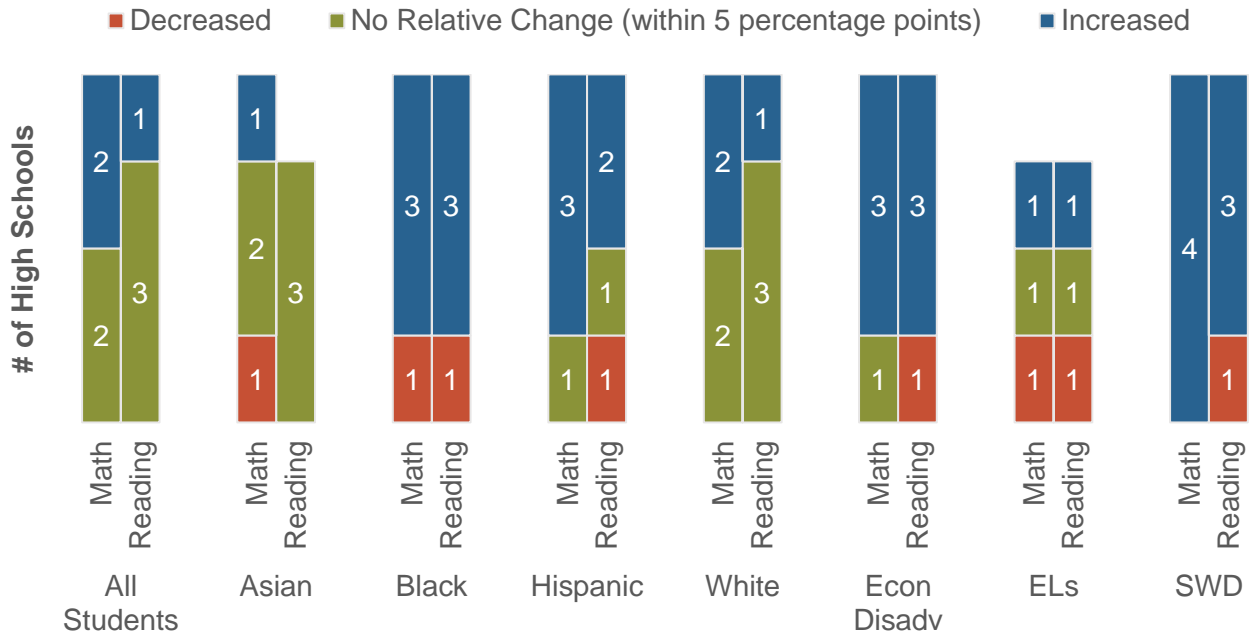
In the Elementary School chart, for example, data shows that Economically Disadvantaged (Econ Disadv) students in 12 of our elementary schools improved their SOL pass rates in math from one year to the next, while Economically Disadvantaged students in the three remaining elementary schools maintained similar pass rates in math (within 5 percentage points).



Middle School SOL Accreditation Pass Rates by Membership Group, 2017-18 to 2018-19



High School SOL Accreditation Pass Rates by Membership Group, 2017-18 to 2018-19



Department Snapshots

Within the State of the Division report, we aim to highlight the work of our departments and offices in support of the division's strategic plan. All facets of our school division work in concert to uphold our mission, vision and values and achieve our student-centered goal, objectives, and strategic priorities.

In support of the division's primary focus on student achievement through high-quality teaching and learning, each ACPS department, office and school maintains a strategic improvement plan targeting efficiencies and outcomes. The State of the Division 2019 report includes an abridged version of several departmental plans. As we continue to develop the report, we anticipate featuring additional departments.

Along with a statement of purpose, each department snapshot presents strategic goals, measures of quantitative assessment, and a forecast of needs with regard to resources like time, personnel and equipment. Together with our school improvement plans and the data presented within this report, our department improvement plans will inform the Superintendent's 2020-21 funding request.

Building Services

The mission of the Building Services Department is to clean, maintain and create learning environments for the students, staff and community of Albemarle County. Learning spaces should enhance the educational experience while maintaining the health, safety and comfort of the occupants. We strive to complete our work in an efficient, environmentally friendly manner, with a student-centered focus and excellent customer service. Our work supports improving opportunity and achievement by creating and maintaining spaces where students and teachers can thrive. We create and expand partnerships on a daily basis by supporting community usage events in the school facilities with approximately 90 community groups. We optimize resources by efficiently managing our department resources.

Strategic Goals

- Improve customer service and procedures.
- Improve department tools for division planning.
- Improve employee retention and recruitment.

Metrics

- Classify work orders directly impacting student learning and set with a high priority for completion.
- Create spaces that support student learning through space modernization, acoustical performance, daylighting and views, and indoor air quality.
- Improve classroom environments at Albemarle High School and Jouett and Walton middle schools as part of the Learning Modernization projects.
- Continue to increase student choice in furniture and seating by modernizing second-grade classrooms throughout the division.
- Maintain APPA - Leadership in Educational Facilities, Level 2 Cleaning Standards by providing adequate custodial coverage through Floating Crew coverage during employee absences (FML, sick leave, vacation).
- Increase corrective work orders by 10% in the next year to reach 40% corrective instead of reactive work orders.
- Increase percentage of corrective work orders completed in seven days from 68% to 75%.
- Create database for Owner Provided Information and specifications to provide consistent expectations for Capital Improvement Program (CIP) projects.
- Develop Facility Condition Assessment Database for 10-year planning forecast.
- Strengthen relationships with trade schools (Piedmont Virginia Community College, Charlottesville Albemarle Technical Education Center) to promote strong recruitment/retention program. Promote and improve the maintenance workforce ladder program and succession planning.
- Develop the foreseen impacts of the University of Virginia's (UVA's) Living Wage increase on recruitment. Create wage comparison to local markets for multiple custodial positions.



Forecast

The future success of the Building Services Department will rely upon recruiting and retaining qualified employees to carry out our mission. With the City of Charlottesville and UVA paying higher rates for positions comprising the bulk of our workforce, we need to address increasing compensation. We foresee the development of a more robust apprenticeship program as part of the solution.

Extended Day Enrichment Programs (EDEP)

The Office of Community Engagement operates the Extended Day Enrichment Programs (EDEP) in collaboration with each elementary school. EDEP comprises the After School Enrichment and Student Holiday programs that provide safe and enriching environments for over 1,100 elementary students. These programs are self-sustaining, funded entirely by the tuition and fees collected for their use.

The EDEP community engages each student in a journey of exploration and discovery to enhance and expand their individual knowledge, skills and abilities. Focusing on the concepts of wellness, happiness and balance, EDEP assists students in the development of their individual answers to the following essential questions:

- How do YOU define success?
- What does it mean to live a rich, full life?
- How do my choices impact my well-being?

Strategic Goals

- Increase access to programs by reducing/eliminating waitlists.
- Collaborate with the Department of Technology to develop and implement an EDEP coding curriculum, CodEd.

Metrics

- Provide professional development for CodEd to EDEP site facilitators and teachers.
- Pilot CodEd in at least one school in all feeder patterns.
- Complete Position Analysis and adjust EDEP salaries to attract and retain high-quality staff members.
- Review and revise EDEP registration process.

Forecast

EDEP continues to evolve in the delivery of diverse, high-quality enrichment programming. As a result, EDEP provides a valued service for Albemarle County students and families and experiences increased demand from year to year. Meeting the demand, however, remains a challenge, due primarily to the persistent difficulty in recruiting and retaining high-quality staffing. Furthermore, as a self-sustaining entity, EDEP is challenged to make our services more accessible to disenfranchised populations while simultaneously meeting the needs of current registrants. Subsequently, there is a pressing need to devise alternatives to the current position structure, wages, and benefits.



Fiscal Services

The mission of the Fiscal Services Department is to ensure that division leaders and stakeholders have prompt and accurate financial information and guidance in order to make resource decisions that affect the provision of efficient and effective services. The department is responsible for the development and implementation of the school system's budget and long-range financial planning, as well as providing oversight and direction of the operating budget, special revenue funds, and grant management functions.

In 2018, Fiscal Services expanded to include strategic facilities planning. Additionally, Fiscal Services is responsible for the oversight and direction of the development of the school system's Capital Improvement Program (CIP) budget.

Strategic Goals

- Meet the educational needs of the community through responsible and effective financial oversight of fee-based programs.
- Accurately manage and process state and federal grants in a timely manner.
- Develop an annual school division budget that aligns with the division's strategic plan.

Metrics

- Grants: Number of grants and actual dollars expended (3 years, positive output)
- Federal Grant Audits: Percentage of audits passed at the highest level (external benchmark/industry standard, 3 years, positive output)
- Fee-Based Programs: Number of students served and actual dollars expended (3 years, positive output)
- Budget Document: Receive a nationally recognized designation for the annual budget presentation (external benchmark, gap)

Forecast

Fiscal Services Department staff must work with several disparate sources of data and databases in order to conduct day-to-day operations. Team members spend significant time integrating, reconciling and analyzing data, as well as troubleshooting and working with complex and antiquated management systems. The department needs modern data systems and technology/programming support in order to operate more efficiently and effectively.

Special Education

Albemarle County Public Schools is committed to providing all children with opportunities to benefit from a public education. The Department of Special Education serves Albemarle County residents who have children with special education needs. Programs and services are available for children with disabilities whose second birthday falls on or before September 30 of the current school year through 21 years of age. Special education services are designed to meet individual student needs and are discussed and planned by school personnel, parents, and the student involved. Instruction often takes place in both regular and special education classrooms.

Each special education student's progress is reviewed at least yearly, and his/her need for special services is reassessed at a minimum of every three years. Special education programs and services are provided by trained personnel in the following areas as defined by federal and state law: autism, deafness, deaf-blindness, developmental delay, emotional disability, hearing impairment, intellectual disability, multiple disabilities, other health impairment, orthopedic impairment, specific learning disability, speech-language impairment, traumatic brain injury, and visual impairment including blindness.

Strategic Goals

- Increase student achievement for students with disabilities.
- Implement progress monitoring for all children for each goal in a child's Individual Education Plan (IEP).
- Remove barriers and implement best practices to address over-identification for special education services among:
 - Black students, for emotional disability, learning disability, and/or intellectual disability; and
 - Hispanic students, for speech and language impairment.

Metrics

- SOL pass rates for Students with Disabilities in math and reading
- Completion rate of progress monitoring at 95% based on an annual review
- 100% of cases audited (all for groups indicated above) receive "passing" rating on state Indicators for appropriate identification of students eligible for special education services
- Percentage baseline calculated with decrease by 2% under baseline



Forecast

The Department of Special Education expects that achievement among students with disabilities will increase, especially at sites where teacher participation in professional development is high. In order to maintain and continue to increase achievement for students with disabilities, the department needs to reexamine the school calendar and prioritize central staff development throughout the school year. At present, there is only one day allocated for evidenced-based practices in the school calendar. Further, the department needs to reconsider and prioritize professional development through a systems approach versus a department approach.

In order to meet our goal around progress monitoring, the department needs an enhanced, more user-friendly monitoring system. We also need to increase the frequency of professional development provided to staff and administrators regarding expectations for IEP development and progress monitoring.

Successfully achieving our goal around over-identification will require a reevaluation of the Multi-Tiered System of Service Delivery/ Response to Intervention, as well as investments in professional development and materials to provide schools with evidenced-based practices in a systematic way. Success also will depend on implementation of division-wide early screening and data-based decision-making. We also will require administrative support, and we will need to offer professional development addressing appropriate referrals and eligibility decisions.

Strategic Communications

In alignment with the division's strategic plan, the Office of Strategic Communications aims to improve organizational effectiveness by cultivating a valuable, relevant, engaging, and easily accessible communication model.

Strategic Goals

- Encourage outside organizations, the media, and volunteers to show a high interest in schools and to support and participate in their activities and improvement planning.
- Generate opportunities for outside organizations and volunteers to provide resources that promote greater access to education services and hands-on learning for all students.
- Inform the media of division programs, achievements and needs.
- Maintain a website and social media accounts with current, relevant and accurate information about important developments.
- Keep students, parents and staff informed of policies and procedures.
- Respond to inquiries from the public and the media in a timely and effective manner.
- Ensure that all information provided to internal and external audiences is current, relevant and factual.
- Create opportunities for involvement from local and state government officials in division activities and support division initiatives.
- Recognize and promote best practices in the school division through internal and external communications efforts.

Metrics

- Media coverage: In the 2018-19 school year, the Office of Strategic Communications issued 62 press releases and coordinated 170 television interviews, 91 newspaper and print interviews, and 47 radio interviews.
- Electronic School Notification System: In 2018-19, our office sent 127 mass messages that generated 496,329 voice messages, 153,609 text messages, and 1,249,586 email messages.
- Compass: The Division Compass Employee News Blog (Compass) is an online communication tool intended to keep employees apprised of important, interesting and helpful information. After five years as a subscription-based news blog, the Compass transitioned in the fall of 2018-19 to an auto-enroll format, allowing us to notify all employees of new Compass posts by email. In the months following the transition, the Compass experienced a 73% increase in average monthly page views. In the 2018-19 school year, the Compass featured 149 posts and generated 26,687 page views.
- Legislation: Our office successfully advocated for the passage of several bills in 2018-19, including HB 2344, which changed the Virginia code surrounding privacy and will enable the use of stop-arm cameras on our school buses starting in the 2019-20 school year.

Forecast

The Office of Strategic Communications recognizes the growing impact of online and social media as a community information resource. In pursuit of this objective, our office will support the division's transition to a new web platform and collaborate to improve the quality and timeliness of individual school web pages. In terms of resources, our office foresees the need for additional funding to (1) increase our social media reach, and (2) hire a part-time videographer to create internal video news releases as well as work with students to provide hands-on training in the field of communications. We also anticipate a greater need for more synergistic involvement with community engagement activities.

Student Services: Truancy and Safety

The purpose/objective of the Student Services: Truancy and Safety cadre is to serve as resource for ACPS schools by supporting efforts to provide an inviting, safe and secure environment where all students can reach their learning goals. Our work focuses on ensuring that all school leaders are aware of, understand, and are prepared to meet and exceed all federal, state and local standards regarding school safety, school discipline, and school attendance. Our work to ensure the safety and well-being of all students directly supports the third objective of our current strategic plan: We will improve opportunity and achievement.

Strategic Goals

- Collaborate with various ACPS departments to develop an accounting of existing school-based safety measures and structures that currently exist in our schools.
- Collaborate with various ACPS departments to develop an understanding of safety-related training needs in our schools.
- Develop training programs as needed to ensure that appropriate school staff are prepared to utilize, effectively and efficiently, the various safety measures and structures that exist within our schools.

Metrics

- ACPS students completing the annual Virginia School Climate Survey will respond positively to the question, "I feel safe in this school," at a rate that is equal to or exceeds the state average.
- ACPS Staff completing the annual Virginia School Safety Survey will respond positively to the question, "I feel there is adequate safety and security in this school," at a rate that is equal to or exceeds the state average.

Forecast

Over the next three years, the implementation of new safety measures laid out in the currently proposed capital budget will drive a great deal of our work. Additionally, it will be critical for the cadre to have access to funding for professional development and for producing and distributing safety-focused materials. We do not anticipate a need for additional staffing at this time.



Technology

The mission for the Department of Technology is to empower all members of our learning community to reach their highest potential by providing exceptional technology solutions and support that results from collaborative decision-making and effective, timely communication.

The department's work supports all five of the division's strategic objectives. Technology tools support educators to engage every student. They also enable the implementation of balanced assessments delivered via technology. Students can demonstrate their learning using technology tools, improving the ability of teachers to identify their students' passions and areas of interest. The department's efforts to ensure quality use of technology tools allows the division to optimize resources and utilize powerful communication avenues for developing partnerships. Additionally, technology tools and systems provide access to vital data and information, aiding both the instructional and operational goals of the division.

Strategic Goals

- Provide dashboards to teachers that include important benchmarks as identified by stakeholders through a collaborative process.
- Improve the division's ability to provide internet connectivity to students at home who demonstrate need.
- Develop digital citizenship skills and digital safety awareness for our staff and students.
- Empower streamlined, division-wide website communications while improving accessibility of ACPS web content in alignment with the Americans with Disabilities Act (ADA).
- Deliver exceptional and timely technology support for all division stakeholders.

Metrics

- Acquire a custom reporting system that meets data industry standards for business intelligence software.
- By June 2020, deliver at least one teacher dashboard allowing teachers to measure themselves against Virginia Department of Education quality performance standards.
- Establish public-private partnership(s) to provide broadband connectivity to students at home that meet the Federal Communications Commission (FCC) definition of broadband.
- Provide internet access that meets 4G LTE standards to students at homes located in topographically challenged locations.
- Through an internal staff phishing email education campaign, we will see the numbers of staff victimized by phishing emails decrease over the course of the school year as a result of the awareness materials we provide.
- Proactively support students to meet the International Society for Technology in Education (ISTE) Standards for Students for digital citizenship through the badging initiative, by ensuring they change their network passwords in accordance with information security standards and recommendations, and by publishing the Family Field Guide.
- Transition to a web content provider that meets federal requirements for ADA compliance.
- Following the launch of the division's new website, track the number of visits to the division homepage to ensure they increase over the previous two years of visits to the prior homepage.
- Utilize Information Technology Infrastructure Library (ITIL) standards for developing the division's Service Level Agreement (SLA) for technology support.
- Analyze service metric data to ensure the department is meeting the established SLA standards.

Forecast

The Department of Technology will provide on-site “help desk” service for all staff and students who utilize the Center One facility for learning, professional development, and/or meetings. The help desk staff member will provide face-to-face technical support, serve as an easily identified source for equipment checkout (e.g., power cords, laptops, dongles, etc.), and provide Tier 1 technical phone support for ACPS staff. Supporting this need will require one additional staff member. Currently, the Department of Technology’s total staffing falls below current industry standards for technology support, based on the number of ACPS employees and devices.



Transportation

The objective of the Transportation Services Department is to provide safe, efficient, and customer-friendly transportation for our students to and from school, athletic events, and academic field trips.

Strategic Goals

- Arrive on time in the morning at all 23 comprehensive elementary, middle and high schools 98% of the time.
- Arrive on time at all field trip departure points 99.8% of the time.
- Voluntary/non-retirement turnover of less than 5% of total staff per year.
- Expand service to meet increased transportation needs resulting from higher attendance at and greater student interest in attending specialty centers.

Metrics

| | Target | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---|--------|---------------|---------------|---------------|---------------|---------------|
| On-Time Morning Arrival at Schools | 98% | 24/24 schools | 24/24 schools | 24/24 schools | 21/23 schools | 21/23 schools |
| On-Time Arrival at Field Trip Departure Points | 99.8% | 99.6% | 99.75% | 99.83% | 99.81% | 99.83% |
| Turnover Rate (voluntary/non-retirement resignations) | 5% | 5.8% | 8.0% | 5.8% | 17.4% | 6.3% |
| Cumulative Number of Safe Miles Driven | | 2,298,879 | 4,173,843 | 6,122,446 | 8,212,777 | 10,163,589 |

Forecast

The department has faced understaffing for the last 10 years. At the beginning of the 2018-19 school year, this challenge resulted in reduced services to schools and students. We were unable to cover all field trips; we had to eliminate most tutoring runs; and we extended home-to-school routes in the afternoons. While the Bus Driver Compensation proposal to reclassify and provide enhanced benefits to drivers will help address our staffing gap, additional changes will be necessary to attract and retain qualified employees to fill critical positions, such as relief drivers, dispatch positions, drivers who serve our special education students, activity drivers, and mechanics.

School Snapshots

For each of our 15 elementary schools, six middle schools, and four high schools, the State of the Division 2019 report features a summary of purpose, accreditation status, and useful links. The links provide convenient access to additional information and data, including each school's website, Virginia School Quality Profile, 2018-19 strategic improvement plan, and climate survey results.

- School websites serve as a public-facing reference for school announcements; events; directories; and resources for parents, students and staff.
- School Quality Profiles, powered by the Virginia Department of Education, contain information about accreditation, assessments, enrollment, college and career readiness, finance, learning climate, teacher quality, and more.
- In support of the division's strategic plan, each ACPS department, office and school maintains a strategic improvement plan targeting efficiencies and outcomes. School improvement plans focus on strategies, targets, outcomes, data and observations, and compelling questions pertaining to two goals: (1) teaching for learning, and (2) school climate. Together with our department improvement plans and the content presented within this report, our school improvement plans will inform the Superintendent's 2020-21 funding request.
- In the 2018-19 school year, ACPS students in grades 3-12 participated in one of two school climate surveys, both aimed at identifying strengths and weaknesses that can guide efforts to improve school safety and learning. Elementary students shared their experience of school life through an internal survey, while secondary students participated in a state-administered climate survey.

Elementary Schools

Agnor-Hurt

Agnor-Hurt is a comprehensive elementary school that serves children from 4.1 square miles of Albemarle County along the Rio Road/Hydraulic Road corridor between the city limits of Charlottesville and Albemarle High School. Our core purpose is to establish a community of young learners and learning through building relationships, creating relevance, and holding to high levels of rigor for each and every child every single day.

Like other elementary schools in our division, we use the Virginia Standards of Learning as our core content and design powerful learning experiences that engage children around their interests, have high expectations for each child, and identify practices that are holding children back from learning. Our school serves children who speak 10 different languages and have family origins in 15 different countries. Just over half of our students are economically disadvantaged. Nearly one-quarter of our students identify as African-American/Black, and another 23% identify as Hispanic/Latino. Approximately 40% of our students identify as White.

2019 Accreditation Status: Accredited

- School website: <https://www.k12albemarle.org/school/ahes>
- Virginia School Quality Profile: <http://schoolquality.virginia.gov/schools/agnor-hurt-elementary>
- 2018-19 Strategic Improvement Plan: <https://www.k12albemarle.org/acps/division/planning/improvement/plans201819/Agnor-Hurt.pdf>
- 2019 Elementary School Climate Survey: Did not participate

Baker-Butler

Baker-Butler Elementary School teachers are striving to create personalized learning experiences for students through engaging, passion-based, and data-informed approaches for instruction. Staff build individual relationships with students and families, and they utilize common pre- and post-assessments to ensure that each child is appropriately challenged, supported and empowered in their educational journey. Professional development for teachers focuses on (1) the effective use of Professional Learning Communities to better identify and monitor student performance levels with curricular expectations; (2) best practices for Culturally Responsive Teaching and Trauma-Responsive Care; and (3) short and long-term Responsive Classroom goals and strategies.

2019 Accreditation Status: Accredited

- School website: <https://www.k12albemarle.org/school/bbes>
- Virginia School Quality Profile: <http://schoolquality.virginia.gov/schools/baker-butler-elem>
- 2018-19 Strategic Improvement Plan: <https://www.k12albemarle.org/acps/division/planning/improvement/plans201819/Baker-Butler.pdf>
- 2019 Elementary School Climate Survey: <https://www.k12albemarle.org/acps/division/accountability/2019ESCS/Baker-Butler.pdf>

Broadus Wood

Broadus Wood Elementary School is a community of learners and learning, through relationships, relevance and rigor, one student at a time. We are committed to creating a culture of high expectations for every student and removing practices that perpetuate the achievement gap.

2019 Accreditation Status: Accredited

- School website: <https://www.k12albemarle.org/school/bwes>
- Virginia School Quality Profile: <http://schoolquality.virginia.gov/schools/broadus-wood-elementary>
- 2018-19 Strategic Improvement Plan: <https://www.k12albemarle.org/acps/division/planning/improvement/plans201819/Broadus-Wood.pdf>
- 2019 Elementary School Climate Survey: <https://www.k12albemarle.org/acps/division/accountability/2019ESCS/Broadus-Wood.pdf>

Brownsville

Brownsville Elementary opened in 1966 to serve the public education needs of the Greenwood/Crozet community. The five objectives of the school division's strategic plan—engage every student; implement balanced assessments; improve opportunity and achievement; create and expand partnerships; and optimize resources—can be observed through continuous improvement in leadership and instructional practices and student leadership opportunities.

2019 Accreditation Status: Accredited

- School website: <https://www.k12albemarle.org/school/bes>
- Virginia School Quality Profile: <http://schoolquality.virginia.gov/schools/brownsville-elementary>
- 2018-19 Strategic Improvement Plan: <https://www.k12albemarle.org/acps/division/planning/improvement/plans201819/Brownsville.pdf>
- 2019 Elementary School Climate Survey: <https://www.k12albemarle.org/acps/division/accountability/2019ESCS/Brownsville.pdf>

Cale

Cale Elementary is a PK-5 school where teachers work together to improve academic, social/emotional, and personal outcomes for all students. Our vision is to provide a stimulating and positive learning environment that will encourage students to reach their maximum potential. We accomplish this through Professional Learning Community (PLC) work and meaningful learning partnerships with students and their families. We work to bring the ACPS mission to life on a daily basis for our ever-growing student population.

2019 Accreditation Status: Accredited

- School website: <https://www.k12albemarle.org/school/caes>
- Virginia School Quality Profile: <http://schoolquality.virginia.gov/schools/paul-h-cale-elementary>
- 2018-19 Strategic Improvement Plan: <https://www.k12albemarle.org/acps/division/planning/improvement/plans201819/Cale.pdf>
- 2019 Elementary School Climate Survey: <https://www.k12albemarle.org/acps/division/accountability/2019ESCS/Cale.pdf>

Crozet

Crozet Elementary holds these truths to be self-evident: that all students are created equal. Our objective is to establish a community of learners through relationships, relevance and rigor, every day, every student. We optimize our local community resources and business partnerships in Crozet/White Hall and surrounding areas to provide our students with sustainable, innovative and enriching learning opportunities in order to reach our objective.

With this spirit and belief, Crozet Elementary makes every effort to know each student; support their development; and maximize their potential and talents through a Responsive Classroom approach, Culturally Responsive Teaching, project/problem/passion-based learning, and environmental stewardship.

2019 Accreditation Status: Accredited

- School website: <https://www.k12albemarle.org/school/cres>
- Virginia School Quality Profile: <http://schoolquality.virginia.gov/schools/crozet-elementary>
- 2018-19 Strategic Improvement Plan: <https://www.k12albemarle.org/acps/division/planning/improvement/plans201819/Crozet.pdf>
- 2019 Elementary School Climate Survey: <https://www.k12albemarle.org/acps/division/accountability/2019ESCS/Crozet.pdf>

Greer

At Greer, we will change lives and our community. We will reach and challenge every student, every day. Just as we are leaders in Responsive Classroom, our goal is to become leaders in eliminating achievement gaps and providing equitable outcomes and opportunities for all students.

2019 Accreditation Status: Accredited with Conditions

- School website: <https://www.k12albemarle.org/school/ges>
- Virginia School Quality Profile: <http://schoolquality.virginia.gov/schools/mary-carr-greer-elementary>
- 2018-19 Strategic Improvement Plan: <https://www.k12albemarle.org/acps/division/planning/improvement/plans201819/Greer.pdf>
- 2019 Elementary School Climate Survey: <https://www.k12albemarle.org/acps/division/accountability/2019ESCS/Greer.pdf>

Hollymead

Hollymead is a PK-5 school that improves outcomes for all students by engaging all stakeholders, implementing balanced curriculum and assessments, creating and expanding partnerships, and optimizing resources.

2019 Accreditation Status: Accredited

- School website: <https://www.k12albemarle.org/school/hes>
- Virginia School Quality Profile: <http://schoolquality.virginia.gov/schools/hollymead-elementary>
- 2018-19 Strategic Improvement Plan: <https://www.k12albemarle.org/acps/division/planning/improvement/plans201819/Hollymead.pdf>
- 2019 Elementary School Climate Survey: <https://www.k12albemarle.org/acps/division/accountability/2019ESCS/Hollymead.pdf>

Meriwether Lewis

The core purpose of Meriwether Lewis Elementary School is to develop a community of learners where everyone is invested in each other's learning. We exist to lift every student's academic voice and have that voice appreciated by others.

2019 Accreditation Status: Accredited

- School website: <https://www.k12albemarle.org/school/mles>
- Virginia School Quality Profile: <http://schoolquality.virginia.gov/schools/meriwether-lewis-elementary>
- 2018-19 Strategic Improvement Plan: <https://www.k12albemarle.org/acps/division/planning/improvement/plans201819/Meriwether-Lewis.pdf>
- 2019 Elementary School Climate Survey: Did not participate

Murray Elementary

Murray Elementary School, a PK-5 elementary school, works daily to develop high levels of both the cognitive growth and social-emotional well-being of the students in our learning community. We are committed to connecting deeply with each child and collectively owning student growth from grade to grade through regular vertical teacher sharing. Murray also is committed to developing a growth mindset in children and developing intrinsic motivation in each child.

2019 Accreditation Status: Accredited

- School website: <https://www.k12albemarle.org/school/mes>
- Virginia School Quality Profile: <http://schoolquality.virginia.gov/schools/virginia-l-murray-elementary>
- 2018-19 Strategic Improvement Plan: <https://www.k12albemarle.org/acps/division/planning/improvement/plans201819/Murray-Elem.pdf>
- 2019 Elementary School Climate Survey: <https://www.k12albemarle.org/acps/division/accountability/2019ESCS/Murray-Elem.pdf>

Red Hill

Together, the entire Red Hill community engages the mind and heart of each student to become a lifelong learner with the necessary skills to be a contributing member of our world. Through the development of curiosity, imagination, love of learning, respect for diversity, and intellect, all learners reach their highest potential.

2019 Accreditation Status: Accredited

- School website: <https://www.k12albemarle.org/school/rhes>
- Virginia School Quality Profile: <http://schoolquality.virginia.gov/schools/red-hill-elementary>
- 2018-19 Strategic Improvement Plan: <https://www.k12albemarle.org/acps/division/planning/improvement/plans201819/Red-Hill.pdf>
- 2019 Elementary School Climate Survey: <https://www.k12albemarle.org/acps/division/accountability/2019ESCS/Red-Hill.pdf>

Scottsville

Scottsville Elementary School is a place where students and staff work together to learn and grow, just like the trees surrounding our school. Our students volunteer at our local Jefferson Area Board for Aging (JABA) facilities and, every day, older students mentor their younger peers and both benefit from the experience. We engage every student through their interests as we empower them to own their learning. We have developed relationships with the Town of Scottsville, Scottsville Soccer, and several local churches. This year, we have a special focus on improving opportunity and achievement as we learn more about Trauma-Informed Teaching.

2019 Accreditation Status: Accredited

- School website: <https://www.k12albemarle.org/school/ses>
- Virginia School Quality Profile: <http://schoolquality.virginia.gov/schools/scottsville-elementary>
- 2018-19 Strategic Improvement Plan: <https://www.k12albemarle.org/acps/division/planning/improvement/plans201819/Scottsville.pdf>
- 2019 Elementary School Climate Survey: Did not participate

Stone-Robinson

At Stone-Robinson Elementary, we believe all students come to us with a natural curiosity and love for learning. We maintain high expectations and provide authentic learning experiences that nurture each child's social, emotional and academic growth. At the heart of it all, we believe in building strong relationships with our students and community members that promote a positive school climate—one that is safe, kind, and inclusive of all.

2019 Accreditation Status: Accredited

- School website: <https://www.k12albemarle.org/school/sres>
- Virginia School Quality Profile: <http://schoolquality.virginia.gov/schools/stone-robison-elementary>
- 2018-19 Strategic Improvement Plan: <https://www.k12albemarle.org/acps/division/planning/improvement/plans201819/Stone-Robinson.pdf>
- 2019 Elementary School Climate Survey: <https://www.k12albemarle.org/acps/division/accountability/2019ESCS/Stone-Robinson.pdf>

Stony Point

Stony Point Elementary is a creative community of high-achieving learners who encourage each other to find and explore things about which they are passionate. It is our mission to foster an environment that allows our members to persevere to overcome challenges; to be unafraid to fail or innovate; and to believe that there is no limit to what we can accomplish.

2019 Accreditation Status: Accredited

- School website: <https://www.k12albemarle.org/school/spes>
- Virginia School Quality Profile: <http://schoolquality.virginia.gov/schools/stony-point-elementary>
- 2018-19 Strategic Improvement Plan: <https://www.k12albemarle.org/acps/division/planning/improvement/plans201819/Stony-Point.pdf>
- 2019 Elementary School Climate Survey: <https://www.k12albemarle.org/acps/division/accountability/2019ESCS/Stony-Point.pdf>

Woodbrook

Located in the urban ring of Albemarle County, Woodbrook Elementary is a beautifully updated facility that doubled in size during the 2018-19 school year and went from serving approximately 350 to about 580 diverse students. With this change in size came a paradigm shift in Woodbrook's instructional model. The newly designed space includes open classrooms where teachers and students can learn and grow together in multi-age settings. Woodbrook is a neighborhood school that thrives on community partnerships to support each child in their academic and social and emotional growth—working together to instill a lifelong love for learning.

2019 Accreditation Status: Accredited with Conditions

- School website: <https://www.k12albemarle.org/school/wes>
- Virginia School Quality Profile: <http://schoolquality.virginia.gov/schools/woodbrook-elementary>
- 2018-19 Strategic Improvement Plan: <https://www.k12albemarle.org/acps/division/planning/improvement/plans201819/Woodbrook.pdf>
- 2019 Elementary School Climate Survey: <https://www.k12albemarle.org/acps/division/accountability/2019ESCS/Woodbrook.pdf>

Middle Schools

Burley

Jackson P. Burley Middle School, with our families and our community, seeks to instill high educational and personal standards so that students gain a sense of purpose in order to lead a meaningful life. In educating our students, our work supports the vision, mission and goals of Albemarle County Public Schools.

2019 Accreditation Status: Accredited

- School website: <https://www.k12albemarle.org/school/bms>
- Virginia School Quality Profile: <http://schoolquality.virginia.gov/schools/jackson-p-burley-middle>
- 2018-19 Strategic Improvement Plan: <https://www.k12albemarle.org/acps/division/planning/improvement/plans201819/Burley.pdf>
- 2019 Virginia School Climate Survey: <https://www.k12albemarle.org/acps/division/accountability/2019VSCS/Burley.pdf>

Community Public Charter School

The Community Public Charter School (Community Middle) is co-located with Murray High School and aims to foster creativity and intellectual curiosity through art and design, experiential learning, mastery, and student agency. Our focus on interdisciplinary learning, especially through project-based learning, reflects the division's objective to engage every student. As a lab school, Community Middle also exists to design and pilot nontraditional approaches to learning that align to the division's strategic plan with the intent to inform practices more broadly. We partner with researchers at UVA and MIT, and we regularly collaborate with the division's comprehensive middle and elementary schools to ensure that we are building practices that are applicable countywide.

2019 Accreditation Status: Accredited Pending Review of Alternative Accreditation Plan

- School website: <https://www.k12albemarle.org/school/cpcs>
- Virginia School Quality Profile: <http://schoolquality.virginia.gov/schools/albemarle-county-community-public-charter>
- 2018-19 Strategic Improvement Plan: <https://www.k12albemarle.org/acps/division/planning/improvement/plans201819/MuHS-CPCS.pdf>
- 2019 Virginia School Climate Survey: <https://www.k12albemarle.org/acps/division/accountability/2019VSCS/CPCS.pdf>

Henley

Derived from the division's strategic priorities, the Henley school community has identified the following guiding principles:

1. We are a community of educators, learners and families who work together to ensure all members are visible, safe, and achieve to their fullest potential.
2. We are welcoming, inclusive, and student-centered.
3. We are a community that takes risks, pursues passions, and fosters a growth mindset.

We use these principles to guide our decision-making. Henley emphasizes social/emotional learning for all. We believe tracking is an equity issue and have taken on specific practices to better support all learners.

Middle school is the most formative time in a child's life, and we have the opportunity every day to shape how students feel about themselves as learners, citizens and adolescents. Our structures influence our practices, so we constantly evaluate our structures against our guiding principles to better create and maintain a student-centered environment.

2019 Accreditation Status: Accredited

- School website: <https://www.k12albemarle.org/school/hms>
- Virginia School Quality Profile: <http://schoolquality.virginia.gov/schools/joseph-t-henley-middle>
- 2018-19 Strategic Improvement Plan: <https://www.k12albemarle.org/acps/division/planning/improvement/plans201819/Henley.pdf>
- 2019 Virginia School Climate Survey: <https://www.k12albemarle.org/acps/division/accountability/2019VSCS/Henley.pdf>

Jouett

Jack Jouett Middle School serves 646 students in the urban ring and Earlysville area of Albemarle County. Our diverse students and families speak 27 different languages and make Jouett a special place to be. We maintain a strong focus on college and career readiness, as evidenced by our Advancement Via Individual Determination (AVID) program. We are an AVID National Demonstration School, which indicates that we are among the top 3% of schools in the world that implement AVID to fidelity. Our core values at Jouett are growth, compassion, risk-taking, connection, and equity.

2019 Accreditation Status: Accredited

- School website: <https://www.k12albemarle.org/school/jms>
- Virginia School Quality Profile: <http://schoolquality.virginia.gov/schools/jack-jouett-middle>
- 2018-19 Strategic Improvement Plan: <https://www.k12albemarle.org/acps/division/planning/improvement/plans201819/Jouett.pdf>
- 2019 Virginia School Climate Survey: <https://www.k12albemarle.org/acps/division/accountability/2019VSCS/Jouett.pdf>

Sutherland

Sutherland Middle School enrolls nearly 600 students in grades six through eight and includes over 70 faculty and staff. Students are encouraged to participate in a variety of Albemarle Parks and Recreation sports, where they will be cheered on by their mascot, the Sutherland Shark, and students have opportunities to explore the fine and performing arts with orchestra, choir and band, drama, visual arts, and other elective offerings such as entrepreneurship. In the last year, Sutherland has made significant changes to its schedule options for students to increase their opportunities. We eliminated several barriers to specific exploratory courses and began to de-track our math courses. We plan to expand our de-tracking into language arts next school year.

2019 Accreditation Status: Accredited

- School website: <https://www.k12albemarle.org/school/sms>
- Virginia School Quality Profile: <http://schoolquality.virginia.gov/schools/mortimer-y-sutherland-middle>
- 2018-19 Strategic Improvement Plan: <https://www.k12albemarle.org/acps/division/planning/improvement/plans201819/Sutherland.pdf>
- 2019 Virginia School Climate Survey: <https://www.k12albemarle.org/acps/division/accountability/2019VSCS/Sutherland.pdf>

Walton

Walton Middle School exists to serve students in the Southern Feeder Pattern of Albemarle County by establishing a community of learners and learning built on relationships, relevance and rigor. We have three Guiding Principles:

1. We are a community of safe, responsible and respectful learners. This means that we help each other to grow academically, emotionally and socially.
2. We are welcoming, inclusive, and student-centered. We help ensure that doors of opportunity are open.
3. We are a community that helps students to own their future through risk-taking, pursuit of passions, and a mindset of continuous improvement.

2019 Accreditation Status: Accredited

- School website: <https://www.k12albemarle.org/school/wms>
- Virginia School Quality Profile: <http://schoolquality.virginia.gov/schools/leslie-h-walton-middle>
- 2018-19 Strategic Improvement Plan: <https://www.k12albemarle.org/acps/division/planning/improvement/plans201819/Walton.pdf>
- 2019 Virginia School Climate Survey: <https://www.k12albemarle.org/acps/division/accountability/2019VSCS/Walton.pdf>

High Schools

Albemarle

The oldest and largest high school in the division, Albemarle High School serves a diverse cadre of students by providing a quality education with enriching experiences for our students.

2019 Accreditation Status: Accredited

- School website: <https://www.k12albemarle.org/school/ahs>
- Virginia School Quality Profile: <http://schoolquality.virginia.gov/schools/albemarle-high>
- 2018-19 Strategic Improvement Plan: <https://www.k12albemarle.org/acps/division/planning/improvement/plans201819/AHS.pdf>
- 2019 Virginia School Climate Survey: <https://www.k12albemarle.org/acps/division/accountability/2019VSCS/AHS.pdf>

Monticello

Monticello High School serves the community of the Southern Feeder Pattern. We are a hub where students and parents gather socially for athletic events, drama productions, and musical events. Last year, we hosted our first annual Monticello Showcase. Our staff and students performed live events, student-led conferences, philosophical chairs, and many other events for our community.

2019 Accreditation Status: Accredited

- School website: <https://www.k12albemarle.org/school/mohs>
- Virginia School Quality Profile: <http://schoolquality.virginia.gov/schools/monticello-high>
- 2018-19 Strategic Improvement Plan: <https://www.k12albemarle.org/acps/division/planning/improvement/plans201819/MoHS.pdf>
- 2019 Virginia School Climate Survey: <https://www.k12albemarle.org/acps/division/accountability/2019VSCS/MoHS.pdf>

Murray High

Murray High School is co-located with the Community Public Charter School and aims to foster creativity and intellectual curiosity through art and design, experiential learning, mastery, and student agency. Our focus on interdisciplinary learning, especially through project-based learning, reflects the division's objective to engage every student. Aligned with the division's objective to improve opportunity and achievement, Murray is in the first year of establishing the International Baccalaureate Programme, with courses beginning in the 2020-21 school year and full diplomas earned in 2021-22. As a lab school, Murray also exists to design and pilot nontraditional approaches to learning that align to the division's strategic plan with the intent to inform practices more broadly. We partner with researchers at UVA and MIT, and we regularly collaborate with the division's comprehensive middle and elementary schools to ensure that we are building practices that are applicable countywide.

2019 Accreditation Status: Accredited with Conditions

- School website: <https://www.k12albemarle.org/school/muhs>
- Virginia School Quality Profile: <http://schoolquality.virginia.gov/schools/murray-high>
- 2018-19 Strategic Improvement Plan: <https://www.k12albemarle.org/acps/division/planning/improvement/plans201819/MuHS-CPCS.pdf>
- 2019 Virginia School Climate Survey: Did not participate

Western Albemarle

Western Albemarle High School (WAHS) is working to identify and remove practices that perpetuate the achievement gap. An example is our social justice project, through which 10th graders read contemporary novels and listened to guest speakers to bring more relevance and awareness of social injustice to their learning.

WAHS works to create a culture of high expectations. Through de-tracked courses and smaller class sizes in Algebra I, we eliminated the achievement gap in Algebra I for students with disabilities.

Western Albemarle supports students' development of personal interests. For example, through *WAHS with a Cause*, our school-wide public service project, students were able to select a project that was meaningful to them and make a difference in their community.

2019 Accreditation Status: Accredited

- School website: <https://www.k12albemarle.org/school/wahs>
- Virginia School Quality Profile: <http://schoolquality.virginia.gov/schools/western-albemarle-high>
- 2018-19 Strategic Improvement Plan: <https://www.k12albemarle.org/acps/division/planning/improvement/plans201819/WAHS.pdf>
- 2019 Virginia School Climate Survey: <https://www.k12albemarle.org/acps/division/accountability/2019VSCS/WAHS.pdf>

Enrollment and Capacity Data

Only through effective long-range planning for enrollment can the school division adequately prepare itself to meet the needs of its current and future student population. In order to strengthen our planning efforts, the school division continually monitors enrollment trends and studies the impact of enrollment on facilities.

One challenge our division faces is providing adequate learning spaces in the face of year-over-year enrollment growth. In the last five years, PK-12 student enrollment in ACPS has increased by nearly 600 students, a 4.2% increase in total enrollment. In the same time span, ACPS has experienced a significantly faster rate of growth in our most at-risk membership groups, including a 9.1% increase in our Economically Disadvantaged population; a 21.5% increase in the number of English Learners we serve; and a 28.4% increase in the number of students served by special education.

Building capacity calculations are a critical metric in facility planning to guarantee sufficient space in which schools can deliver all aspects of their instructional program and meet the individual needs of every student. We continue to refine our capacity calculation methodology to ensure we are planning for and providing optimum learning environments.

Fall Membership by Grade

| Grade | 2016-17 | 2017-18 | 2018-19 |
|-----------------------|---------------|---------------|---------------|
| Pre-kindergarten | 321 | 276 | 302 |
| Kindergarten | 998 | 1,007 | 1,021 |
| Grade 1 | 993 | 1,023 | 1,028 |
| Grade 2 | 1,120 | 1,001 | 1,045 |
| Grade 3 | 1,054 | 1,122 | 1,004 |
| Grade 4 | 1,097 | 1,084 | 1,148 |
| Grade 5 | 917 | 1,076 | 1,061 |
| Grade 6 | 1,018 | 948 | 1,088 |
| Grade 7 | 994 | 1,020 | 969 |
| Grade 8 | 970 | 1,011 | 1,031 |
| Grade 9 | 1,113 | 1,109 | 1,073 |
| Grade 10 | 1,113 | 1,103 | 1,089 |
| Grade 11 | 1,057 | 1,067 | 1,071 |
| Grade 12 | 1,053 | 1,090 | 1,083 |
| Post Graduate | - | 1 | - |
| Total Students | 13,818 | 13,938 | 14,013 |

Building Capacity

In the table below, a negative number in the “Capacity Status” column indicates that a school is over capacity by that number of students.

| | School ¹ | 2018-19 Building Capacity ² | 2018-19 Enrollment ² | Capacity Status |
|--------------------|-----------------------------|--|---------------------------------|-----------------|
| Elementary Schools | Agnor-Hurt | 558 | 500 | 58 |
| | Baker-Butler | 604 | 636 | -32 |
| | Broadus Wood ³ | 376 | 276 | 100 |
| | Brownsville | 764 | 817 | -53 |
| | Cale | 668 | 681 | -13 |
| | Crozet | 330 | 380 | -50 |
| | Greer | 602 | 592 | 10 |
| | Hollymead | 496 | 455 | 41 |
| | Meriwether Lewis | 420 | 404 | 16 |
| | Murray | 268 | 267 | 1 |
| | Red Hill | 162 | 196 | -34 |
| | Scottsville | 189 | 248 | -59 |
| | Stone-Robinson ³ | 570 | 434 | 136 |
| | Stony Point | 236 | 237 | -1 |
| | Woodbrook | 628 | 533 | 95 |
| <i>Subtotal</i> | <i>6,871</i> | <i>6,656</i> | <i>215</i> | |
| Middle Schools | Burley | 717 | 579 | 138 |
| | Henley | 999 | 897 | 102 |
| | Jouett | 717 | 603 | 114 |
| | Sutherland | 653 | 585 | 68 |
| | Walton | 499 | 355 | 144 |
| | <i>Subtotal</i> | <i>3,585</i> | <i>3,019</i> | <i>566</i> |
| High Schools | Albemarle | 1,775 | 1,901 | -126 |
| | Monticello | 1,243 | 1,131 | 112 |
| | Western Albemarle | 1,227 | 1,153 | 74 |
| | <i>Subtotal</i> | <i>4,245</i> | <i>4,185</i> | <i>60</i> |
| TOTAL | | 14,701 | 13,860 | 841 |

¹This table does not include the Murray High School campus, which includes Murray High School and the Community Public Charter School (Community Middle). Murray High School has a current enrollment of 99 students and a program capacity of 110. Community Middle has a current enrollment of 38 students and a program capacity of 50.

²Enrollment includes Pre-K students. Enrollment and capacity figures assume 18 students for Bright Stars and Head Start classrooms and 8 students for Early Childhood Special Education (ECSE) classrooms. These assumptions may not reflect actual enrollment in these classrooms.

³Figures for Broadus Wood and Stone-Robinson elementary schools reflect students enrolled in ECSE; however, the majority of ECSE students are out-of-district and are placed at these schools due to space availability. Broadus Wood hosts two ECSE classes; Stone-Robinson hosts three.

Teacher Demographics

In the 2018-19 school year, ACPS employed 1,315 teachers, including classroom teachers, speech pathologists, school counselors, instructional coaches, and librarians, with an average of 14 years of teaching experience. Sixty-three percent of our teachers held advanced degrees, and 2% were National Board Certified.

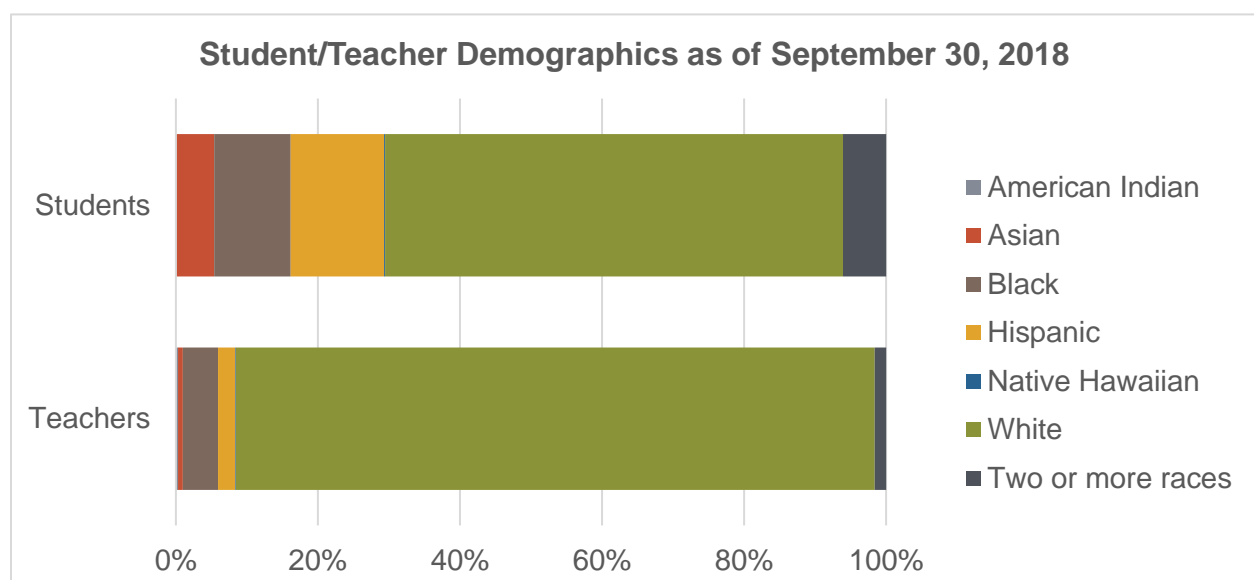
Our number one resource is our human resource—our teachers, support staff, and administrators. Facilities, technology, furniture, and the like are all in place to support teaching and learning, and teaching and learning happens with people and relationships. Our budget development efforts will continue to address infrastructure needs, and we also will prioritize, to the best of our ability, the hiring, development and retention of high-quality personnel.

One facet of a high-quality teacher workforce is its diversity. The growth of globalization means that students need to be able to work collaboratively and productively with diverse groups of people. When we provide our students with opportunities to experience and build relationships with teachers from diverse backgrounds and cultures, we are preparing them to be global citizens.

Among the strategies for reducing the persistent achievement and opportunity gaps we see in our performance data is to recruit, hire, develop and retain more diverse teachers of color. According to research cited in a recent New York Times article, *Does Teacher Diversity Matter in Student Learning?*, “Students tend to benefit from having teachers who look like them, especially nonwhite students” (Miller, 2018).

Ideally, the diversity of our teaching workforce should more closely represent the diversity of the students we educate. In the 2018-19 school year, about 65 percent of our student population identified as White, whereas we employed a teaching force that was nearly 90% White. To better match our student demographics, we need to narrow the difference between those percentages through the recruitment and retention of a more diverse workforce.

The following chart compares the racial and ethnic demographics of our students and teaching staff. By making a visual comparison, the gap between our current and desired state becomes readily apparent. Closing this gap is and will continue to be a great challenge as competition among school divisions to increase the diversity of their teacher workforce grows.



Message to the Community

Dear Members of the Albemarle County Public Schools Community:

On behalf of our students and employees and the Albemarle County School Board, I thank you for devoting your time and attention to our State of the Division 2019 report. As you reflect on our progress and challenges as a school division, I encourage you to consider next steps in policy, practice and systems that we can take in the name of continuous improvement.

Everything we do as a public school division should be driven by our comprehensive strategic plan in accordance with School Board Policy AF, *Commitment to Accomplishment*. During the late spring of 2020, ACPS will begin the process of reviewing our current Horizon 2020 Strategic Plan and developing a new plan for the future. Your participation will be instrumental in the outcome of this endeavor.

As you receive invitations to take a survey or attend a community gathering, I hope you will take the opportunity to participate and share your ideas for next steps with us. I look forward to hearing from you.

Sincerely,

A handwritten signature in black ink, appearing to read "Matthew S. Haas". The signature is fluid and cursive, with a long horizontal stroke at the end.

Matthew S. Haas, Ed.D.
Superintendent of Schools

Terms and Abbreviations

Accreditation: Accreditation ratings are based on performance during the most recent year or on a three-year average. Schools performing at Level One or Level Two on all school quality indicators are rated as *Accredited*. Schools performing at Level Three on one or more school quality indicators are rated as *Accredited with Conditions*.

- Level One: School is performing at or above the state standard for the indicator.
- Level Two: School is performing near the state standard for the indicator or improving.
- Level Three: School is performing below the state standard for the indicator.

Economically Disadvantaged (Econ Disadv): Student membership group including students whose households meet the income eligibility guidelines for free or reduced-price school meals (less than or equal to 185% of Federal Poverty Guidelines).

Elementary School Climate Survey: Division-level student survey designed to measure a variety of factors related to school climate, including students' sense of safety in school, their relationships with adults in the building, how much they like school, and how interested they are in school. Students in grades 3-5 complete this survey each spring. Building-level administrators use the results to plan changes for the following school year to improve school climate for students.

English Learners (ELs): Student membership group including students whose first language is other than English and who are in a special program for learning English.

Students with Disabilities (SWD): Student membership group including students who are eligible for special education and related services, as determined by the criteria adopted by the Virginia Department of Education. Related services are developmental, corrective or supportive services required for a child with a disability to benefit from special education.

Virginia School Climate Survey: Student survey administered by the Virginia Department of Education (VDOE) with the purpose of assessing school climate and safety conditions from the perspective of students. ACPS students in grades 6-12 answered questions related to engagement, relationships, expectations and safety.

Virginia School Quality Profile: For every school division and school in the Commonwealth, the Virginia Department of Education provides a School Quality Profile containing information about student achievement, college and career readiness, program completion, school safety, teacher quality, and other topics of interest to parents and the general public.

Related Documents and Reports

1. ACPS Equity Report, 2018:
<https://www.k12albemarle.org/dept/instruction/comengage/eqdiv/Documents/Equity-Report-2018.pdf>
2. Albemarle County Human Resources Annual Report (October 1, 2018 – September 30, 2019):
http://www.albemarle.org/upload/images/Forms_Center/Departments/Human_Resources/Forms/Reports/2018-2019_School_Annual_Report.pdf
3. Albemarle County Public Schools Quality Profile:
<http://schoolquality.virginia.gov/divisions/albemarle-county-public-schools>
4. Horizon 2020 Strategic Plan, 2013-2020:
https://www.k12albemarle.org/acps/division/planning/Documents/ACPS_Strategic_Plan_2013-2020.pdf
5. School Board Policy AF, *Commitment to Accomplishment*:
http://esb.k12albemarle.org/Reference_Library/ESB_Policies_and_Regulations/Policies/AF.pdf
6. School Board's 2019-20 Adopted Budget:
<https://www.k12albemarle.org/dept/osp/fiscal/budget/Documents/2019-20-SB-Adopted-Budget-Combined.pdf>
7. Superintendent's 100 Day Report (presented to the School Board on November 8, 2018):
<https://www.k12albemarle.org/acps/division/superintendent/Documents/100-Day-Report.pdf>

Reference

Miller, C. C. (2018, September 10). Does Teacher Diversity Matter in Student Learning? Retrieved from <https://www.nytimes.com/2018/09/10/upshot/teacher-diversity-effect-students-learning.html>.